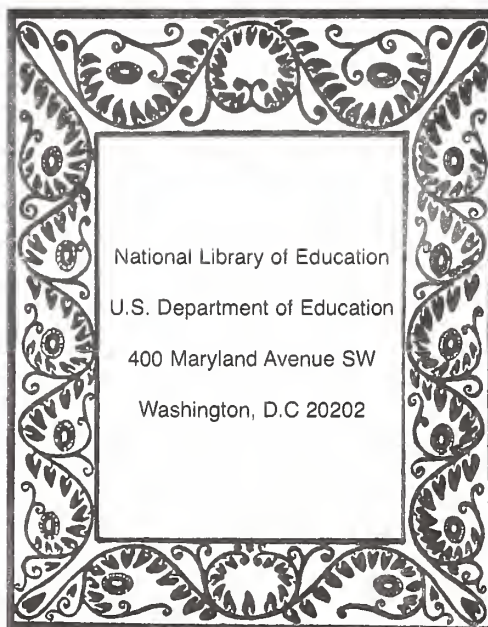


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SCHOOL

October
1941

VOLUME 27
NUMBER 1

OFFICIAL JOURNAL OF THE U.S. OFFICE OF EDUCATION

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SCHOOL LIFE

Published monthly, except August and September, by the United States Office of Education.

Terms: Subscriptions \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Publication offices: U. S. Office of Education, Federal Security Agency, Washington, D. C.

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library"

SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVII • OCTOBER 1911 • Number 1

A Document for Study. With an awareness that schools, colleges, and other educational groups for months and even years to come will give thoughtful discussion to the statement signed by the President of the United States and the Prime Minister of Great Britain, SCHOOL LIFE herewith presents to such groups a copy of the declaration.

JOINT DECLARATION

Joint declaration of the President of the United States of America and the Prime Minister, Mr. Churchill, representing His Majesty's Government in the United Kingdom, being met together, deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the peoples concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and self government restored to those who have been forcibly deprived of them;

Fourth, they will endeavor, with due respect for their existing obligations, to further the enjoyment by all States, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement and social security;

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all the lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance;

Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measures which will lighten for peace-loving peoples the crushing burden of armaments.

(Signed) FRANKLIN D. ROOSEVELT

(Signed) WINSTON S. CHURCHILL

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With the

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this month

Defense Training Organization

Commissioner John W. Studebaker has issued the following statement regarding the U. S. Office of Education Organization for the Administration of Defense Training Programs, Public No. 146, 77th Congress, 1st Session:

General Provisions

Acting under the supervision and direction of the Federal Security Administrator, Paul V. McNutt, and in accordance with regulations promulgated by the U. S. Commissioner of Education and approved by the President, the Commissioner is responsible for the administration of the U. S. Office of Education defense training programs provided for in the law referred to above. The Federal Security Administrator has appointed to his staff Col. Frank J. McSherry as Director of Defense Training with the responsibility, under the Administrator, for the supervision and direction of the defense training programs of the Office of Education, of the NYA and of the CCC Camps. Colonel McSherry is also Chief, Defense Training Branch, Labor Division, Office of Production Management.

Policy Making

As in the past, the general policies governing the operation of all defense training programs administered by this Office will be developed democratically through the utilization of our several advisory committees, and in terms of policies deemed by the Federal Security Agency and the Office of Production Management as being necessary or advisable. In the fields of vocational education and higher education, the Assistant U. S. Commissioner for Vocational Education, J. C. Wright, and the Chief of the Division of Higher Education, F. J. Kelly, respectively, together with the respective directors

of the programs, will assist the Commissioner in the formulation of general policies. When these general policies, including the bases for allotting funds to States and institutions, are approved by the Commissioner they will be administered by the directors whose names are shown below.

The directors are to be responsible for the development of appropriate operating procedures involved in the execution of the approved administrative policies.

Directors

The law provides that "the Commissioner may delegate to any officer in the Office of Education any of his powers or duties."

In the organization of the Office for the administration of defense training programs certain persons have been designated as "Directors" whose general duties are hereinafter described. The regulations promulgated by the Commissioner and approved by the President, describe the position of Director as follows:

"Director means the officer in the U. S. Office of Education acting under the Commissioner's supervision to whom he delegates powers, duties and functions and who is accordingly charged by the Commissioner with the chief responsibility for carrying out the particular defense training program involved. All delegation of powers, duties and functions under the Act is and shall remain subject to the right of the Commissioner to resume at his discretion any of the powers, duties and functions delegated."

In accordance with the law and the regulations I have appointed the following directors:

1. Engineering, Science and Management Defense Training Program, subdivision (3) of the act, R. A. Seaton.

(Dean Seaton has been known as Director of Engineering Defense Training Program since last November.)

2. Vocational Training for Defense Workers, subdivisions (1), (2), and (4) of the act, L. S. Hawkins.

(Mr. Hawkins has acted as Director of these programs since last March.)

3. Education and Training of NYA Project Workers, J. C. Wright.

(Along with his other duties Dr. Wright carried chief responsibility as Director of this program throughout last year.)

In brief, the duties of the directors are as follows:

- (1) Recommendation of policies for approval.

- (2) Formulation of outlines for institutional or State plans and the approval of such plans.

- (3) Approval of persons designated to represent the States and degree-granting institutions as directors of defense training programs.

- (4) Making necessary and appropriate contacts with government and non-government agencies involved in defense training.

- (5) Approval of budget estimates submitted by higher education institutions or by State boards for vocational education for operating the programs or for rental or purchase of equipment or for the rental of space, and certification of payments to be made to such institutions or State boards.

- (6) Recommendation of U. S. Office of Education staff personnel.

- (7) Operating a satisfactory system of reporting from the institutions and from State boards for vocational education.

- (8) Preparation of periodic reports for the Commissioner.

- (9) Auditing all accounts in institutions and State boards for vocational education.

- (10) Proposing any new activities which in their opinion will be helpful in the most expeditious and satisfactory administration of the defense training programs.

JOHN W. STUDEBAKER,
U. S. Commissioner of Education.

Inter-American Activity

In order to stimulate in schools of the United States the teaching of the geography, history, ways of life, language and culture of the other American Republics, the U. S. Office of Education is collaborating on a number of projects with the Coordinator of Inter-American Affairs, Nelson A. Rockefeller.

feller. As a result of such activity a list of teaching aids such as books, bibliographies, pamphlets, motion pictures, and radio programs is being prepared for distribution to teachers in schools in every section of the United States. The Education Committee of the Coordinator's Office is also sponsoring the preparation and distribution by the Office of Education of traveling exhibits of aids in the teaching of Central and South American subjects. The Office is making evaluations of instructional materials being used in schools throughout the country.

It has also prepared two new publications in the Inter-American field that are available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. The titles of these publications are: *Inter-American Friendship Through the Schools* (Bulletin 1941 No. 10) and *Hemisphere Solidarity* (Pamphlet 13, Education and National Defense Series).

General Advisory Committee

The General Advisory Committee to the U. S. Office of Education in regard to the further development of understanding and appreciation of the other American Republics is composed of the following persons:

Arthur Scott Aiton, professor of history, University of Michigan, Ann Arbor, Mich.
 Edna Dean Baker, president, National College of Education, Evanston, Ill.
 Herbert E. Bolton, professor of history, University of California, Berkeley, Calif.
 Isaiah Bowman, president, Johns Hopkins University, Baltimore, Md.
 W. F. Cunningham, department of education, University of Notre Dame, Notre Dame, Ind.
 Sturgis E. Leavitt, professor of Spanish, University of North Carolina, Chapel Hill, N. C.
 Waldo Leland, director, Council of Learned Societies, Washington, D. C.
 Leo S. Rowe, director, Pan American Union, Washington, D. C.
 J. Carey Taylor, assistant superintendent, Department of Education, Baltimore, Md.
 Francis Spaulding, dean of school of education, Harvard University, Cambridge, Mass.
 Paul R. Hanna, professor of education, Stanford University, Stanford University, Calif.
 A. Curtis Wiggins, associate professor of Hispanic American History, George Washington University, Washington, D. C.

A conference of the General Advisory Committee to the U. S. Office of Education has been called by Commissioner Studebaker for October 10th and 11th, at the office of Education headquarters, Washington, D. C.

Information Exchange Widely Used

More than 100 summer schools and workshops in 32 States used material from the Information Exchange on Education and National Defense of the U. S. Office of Education during the summer months. More than 3,000 educators have examined this material collected from all over the United States on a variety of subjects connected with education and national defense.

With increased Inter-American emphasis in schools it is expected that the packets on Secondary Education for Inter-American Friendship and Understanding (IX-S-1) and Inter-American Friendship and Understanding in Our Schools (IX-G-1) will be of timely interest and value this fall. Some items in the field of secondary education on Canada are also available.

New Packets

Significant of the interrelation of education and the schools with many phases of the defense program of the Nation are the new packets compiled during the summer. These include:

- II-S-2. Understanding and Practicing Democracy in the Secondary School (Second packet of this title).
- IV-S-1. Aiding National Defense by Conserving Natural Resources (secondary education).
- I-S-1. Secondary Education for Inter-American Friendship and Understanding.
- I-H-4. The Role of the Junior College in the National Emergency.
- I-H-5. The Role of Women's Colleges in the National Emergency.
- XIV-H-1. Economic Problems and National Defense (higher education).
- III-G-2. Good Citizens Cooperate to Improve School and Community (secondary and adult education).

XII-G-1. Participation of the Negro in National Defense.

III-A-1. Defense Activities of State and Community Councils (with special reference to education).

X-A-1. Women and national defense (adult education).

Packets in the fields of elementary and higher education have had many recent programs and plans added as they have become available.

New Plans Welcomed

As teachers and schools use these Information Exchange materials they are asked to contribute any new ideas that they have worked out and have found helpful. In this way the packets can be revised and kept up-to-date. Practical and concrete plans on relating such subject fields as music, dramatics, and home-economics to national defense are particularly valuable.

A list of packets available for loan may be obtained free by writing to the Information Exchange, U. S. Office of Education, Washington, D. C.

Preparation for Service in the U. S. Government

In answer to many inquiries received by the U. S. Office of Education, the following information is presented in the hope that it will be useful to those interested in Government service:

The several departments, offices, and services of the Federal Government select officials and clerks for the permanent staff largely through the United States Civil Service Commission, Washington, D. C. For information regarding positions available and examinations for such positions, write to the Commission.

With respect to preparation for admission to service schools of the Government and regarding certain teaching positions any inquiries should be directed to:

1. The United States Department of State regarding preparation for positions in the Foreign Service.
2. The United States War Department, Office of the Adjutant General, regarding admission to the United States Military Academy at West Point, N. Y.
3. The United States Navy Department, Bureau of Navigation, regarding admission to the United States Naval Academy at Annapolis, Md.

4. The United States Treasury Department, The Coast Guard, regarding admission to the United States Coast Guard School at New London, Conn.

5. The United States Department of the Interior, Office of Indian Affairs, regarding teaching positions in Indian Schools.

The United States Department of the Interior, Division of Islands and Territories, regarding teaching positions in these areas.

6. The United States Department of Agriculture, the Forest Service, regarding training for positions in this service.

The United States Department of Agriculture, The Graduate School, regarding admission to courses of study.

Many of the leading universities and colleges have programs and courses of study related to the preparation of students for the different services indicated above including political science, law, education, economics, statistics, international law and relations, history, modern languages, English, etc.

College Defense Training

Widening of the sphere of activity of the engineering defense training program is emphasized in the appointments by U. S. Commissioner of Education, John W. Studebaker, of three additional members to the committee of engineering educators advising staff members of the U. S. Office of Education, on broad policies relating to the training of defense workers by the Nation's colleges and universities.

To conform with the broadened scope of this program its title is now changed from "Engineering Defense Training" to "Engineering, Science, and Management Defense Training."

New advisory committee members are Homer L. Dodge, dean of the Graduate School, University of Oklahoma; Clare E. Griffin, dean of the School of Business Administration, University of Michigan; and N. W. Rakestraw, professor of chemistry, Brown University.

Other members of the advisory committee who have served since last fall are Andrey A. Potter, dean of engineering, Purdue University (chairman); F. L. Bishop, secretary, Society for the Promotion of Engineering Education; R. E. Doherty, president, Carnegie Institute of Technology; Gibb Gilchrist, dean of engineering, Texas A. & M.; H. P. Hammond, dean of engineering, Pennsylvania State College; W. O.

Hotchkiss, president, Rensselaer Polytechnic Institute; R. S. McBride, consulting engineer, Washington, D. C.; Thorndike Saville, dean of engineering, New York University; C. C. Williams, president, Lehigh University; B. M. Woods, professor of mechanical engineering, University of California; and Allen W. Horton Jr., U. S. Office of Education (secretary).

Participation in college-level defense job training by qualified nonengineering institutions is authorized in Public No. 146. Seventy-seventh Congress, First Session, approved July 1, 1941. This provides \$17,500,000 to meet the cost of courses "designed to meet the shortage of engineers, chemists, physicists, and production supervisors in fields essential to the national defense."

The first Engineering Defense Training program was financed by a \$9,000,000 appropriation approved October 9, 1940, of which \$8,795,171 had been allocated by June 30, 1941. Under its provisions approximately 2,300 courses have been set up for over 130,000 trainees by 144 engineering colleges in 47 States, the District of Columbia, and Puerto Rico.

Instruction under both the Engineering Defense Training and the Engineering, Science, and Management Defense Training programs is given without charge to persons with the necessary educational qualifications who are employed or employable in defense work.

Application for admission should be made directly to the institution giving the course desired. An extensive summer program has been under way in over 90 percent of the Nation's engineering colleges, and will be supplemented as rapidly as possible in the newly authorized fields.

Receives Appropriation for Radio

Commissioner John W. Studebaker has announced that the establishment of a permanent Radio Division in the U. S. Office of Education has been authorized by Congress. Except for the period when the services of a Specialist in Radio and Visual Education were de-

voted in part to radio a number of years ago, the U. S. Office of Education's radio activities have been financed largely from emergency WPA funds and from the resources of the FREC.

After considering the proposals recommended by the Bureau of the Budget, the House Appropriations Committee, in its report, said, "The increase in salary appropriations this year for the Office of Education is largely for the expansion of activities of the radio service that is engaged in compiling, indexing and disseminating radio scripts for distribution in educational channels throughout the country. There is a very large interest in these educational scripts in high schools and colleges throughout the country, and it is essential that there be one clearing-house to which interested parties may apply in order to obtain the loan of the scripts for educational broadcasting. The radio unit is, in effect, a library service."

In commenting about plans for the new division, Commissioner Studebaker explains that first efforts will be concentrated on expansion of the Script and Transcription Exchange services.

Contrasts Fascist and Democratic Education

Review and contrast of education trends in Germany, Soviet Russia, Italy, and the United States during the last 20 years is presented in a new publication of the U. S. Office of Education.

This pamphlet, *Education Under Dictatorships and in Democracies* (No. 15, Education and National Defense Series), is based on first-hand study of Italian education by its author, Dr. James F. Abel, Chief, Division of Comparative Education, and on continuous studies of foreign educational systems by the staff of the Division of Comparative Education.

This is one of a series of more than 20 publications being issued by the U. S. Office of Education under the general title, *Education and National Defense*. (See back cover of this issue of SCHOOL LIFE for announcement.)

The Education of Free Men in American Democracy

by John W. Studebaker, U. S. Commissioner of Education

★★★ During the past 5 years the Educational Policies Commission of the National Education Association and the American Association of School Administrators, created in December 1935, has issued five important pronouncements on guiding policies for American education under the series heading Education and American Democracy.

The most recent statement to appear, entitled "The Education of Free Men in American Democracy," like its predecessors, is deserving of and will no doubt receive wide reading and careful study by teachers, school administrators, and laymen alike. Prepared for the Commission by Dr. George S. Counts, professor of education, Teachers College, Columbia University, the book is stimulating and searching in its analysis of the contribution which education alone can make to the defense and achievement of human freedom.

After briefly reviewing those hopes for a brave new world which followed upon the First World War, the author traces the steps by which despotism has again become rampant in the world. While discounting the idea of inexorability in human affairs, and giving expression to a reasoned faith that liberty and human dignity will inevitably triumph over despotism and human debasement—he feels that it is imperative that education play its part in "the building in all haste of powerful spiritual ramparts for the defense of the democratic faith."

Six Fundamental Beliefs

This democratic faith is defined by Dr. Counts in terms of six fundamental beliefs:

1. That the individual human being is of surpassing worth.
2. That the material earth and human culture belong to all men.

3. That men can and should rule themselves.

4. That the human mind can be trusted and should be set free.

5. That the method of peace is superior to that of war in the adjustment of differences and disputes among men.

6. That racial, cultural, and political minorities should be tolerated, respected, and valued.

The author is convinced that military and economic preparedness are probably the easiest part of the task of defending democracy in today's world. It is in the building of the spiritual ramparts of democracy that we face the more difficult task. Says he, "Democracy exists only in the patterns of behavior, feeling, and thought of the people. Let these patterns be destroyed and democracy is destroyed. And they will be destroyed if they are not acquired anew by each generation, required by the complicated process of teaching and learning." Hence the author's insistence that the American people "should fashion an education frankly and systematically designed to give the rising generation the loyalties, the knowledge, and the discipline of free men."

Democratic Loyalties

The indoctrination of youth with loyalty to democratic ideals is the first duty of free schools in a democracy. Here are the fundamental democratic loyalties which the author discusses:

1. The free man is loyal to himself as a human being of dignity and worth.

2. The free man is loyal to the principle of human equality and brotherhood.

3. The free man is loyal to the process of untrammelled discussion, criticism, and group decision.

4. The free man is loyal to the idea of the obligation and the right to work.

5. The free man is loyal to the idea of the supremacy of the common good.

6. The free man is loyal to the obliga-

tion to be socially informed and intelligent.

But loyalty to democratic ideals is not enough. Says the author, "The long history of mankind shows that free men again and again have lost their liberties simply because they did not know the consequences of the choices they were making or accepting." Hence the knowledge necessary for free men becomes a question of critical importance. Since we may not compass all knowledge, selection is necessary. The important question becomes: Who should select the knowledges to be communicated by the schools, and upon what principle should the selection be made? Dr. Counts suggests as the most important principle of selection relevance to the task of serving the cause of political freedom. Upon the basis of that criterion he discusses seven patterns of social knowledge which he believes to be necessary for free men:

1. Knowledge of the nature of man in society.

2. Knowledge of the history of mankind.

3. Knowledge of the long struggle to liberate the human mind and civilize the human heart.

4. Knowledge of the nature of the present crisis.

5. Knowledge of the weaknesses of American democracy.

6. Knowledge of the promises, the methods, and the achievements of the totalitarian movements.

7. Knowledge of the resources, achievements, and promise of American democracy.

Added to the knowledge and loyalty of free men must be a discipline which will sustain and fulfill the democratic faith. "Without discipline, loyalties, however deep and abiding, can avail but little; without discipline, knowledge, however precise and comprehensive, must remain ineffectual and sterile. It is in this domain, say the apostles of contemporary dictatorship, that the Achilles heel of free society is to be found. * * * To the champion of authoritarian rule discipline and liberty are contradictory terms. * * * To refuse to deal adequately and unequivocally with this problem (of discipline in a democracy) is to insure defeat and disaster."

Dr. Counts defines discipline as "the

putting of loyalties and knowledge to efficient use, the ordering of life in the light of understanding and toward the attainment of purpose. It involves the subordination of the near to the remote, of the present to the future, of the lesser to the greater good. It involves the restraint of the impulse of the moment, the regulation of desire, the postponement of satisfaction, the sacrifice of immediate comforts and pleasures, the choice of the harder way when the easier way is open." Admitting that both democracy and dictatorship are forms of social discipline the author points out that they rest back upon individual discipline.

In contrasting the slave discipline of dictatorship with the discipline of free men in a democracy, the author points out that "a serious danger in the present crisis is that the friends of democracy, in their haste to correct a possible weakness, may unwittingly thrust upon the American people the discipline suited to a totalitarian régime." "The educational task," says he, "is to achieve the degree of devotion to the general welfare that the totalitarian systems arouse toward the person of the dictator." While admitting that this is a slow and difficult process, the author believes that it can be achieved if the schools will address themselves to the correction of the following deficiencies widely present in American life and character:

1. A profound misunderstanding concerning the nature and imperatives of democracy.
2. Ignorance upon the part of the individual of social realities.
3. Lethargy and indifference regarding the general welfare.
4. Inordinate devotion to individual success.
5. Susceptibility to the arts of demagoguery.
6. The absence among the people of common loyalties.
7. The weakness of democratic convictions and loyalties.
8. A pervasive heritage from the past of undemocratic practices and dispositions.

Commenting upon the responsibility of the schools for a concerted effort to rear a generation in the discipline of free men, Dr. Counts says: "Opposing schools of thought on the question have

generally assumed that in the educative process, as in life, discipline and personal liberty are in conflict. But whereas the one has been inclined to identify education with discipline, the other has tended to associate it with liberty. * * *

"The first school of thought has believed that discipline must be imposed by an arbitrary and all-powerful authority; the second that it will develop from within in any properly conducted education. The former have believed that men must be disciplined before they can be entrusted with liberty; the latter that they must be freed from all restraining influences before they can achieve the discipline of freedom."

The author believes that both schools of thought have been in error, the first in believing that man is evil by nature and must be remade according to a pattern imposed by some external authority; and members of the second in assuming that man is good by nature and should be permitted and encouraged to develop in accordance with his own inner tendencies. Says the author, "The fact seems to be that man is neither evil nor good by nature but rather becomes evil or good, according to a given set of standards, as he grows to maturity in a given society or culture."

The discipline of free men cannot be achieved by subjecting the young for a period of years to the regimen of a slave. Neither can it be achieved by allowing the young to follow their own impulses and take over the process of education. It can be achieved only by living for years according to the ways of democracy, by rendering an active devotion to the articles of the democratic faith, by striving to make the values and purposes of democracy prevail in the world, by doing all of these things under the guidance of the knowledge, insight, and understanding necessary for free men. That this involves a highly complex and difficult process of learning is obvious. It requires a school environment and a school life organized deliberately to give boys and girls experience in democratic living—a school environment and a school life from which the obstacles to the achievement of democratic discipline are re-

moved. Above all, it requires the influence of a teacher who in his activities in both school and community practices the discipline of a free man."

In the last two chapters of *The Education of Free Men in American Democracy* the author deals with the difficult problem of freedom versus control in education. Says he, "The object of a system of school control is to insure the achievement of purpose and the maintenance through the years of the kind of program desired." After discussing the broad contours of democratic education in relation to modern society and culture, the author asserts that "the dilemma of public education in a democracy derives not from the pressure of minorities, embarrassing and dangerous though that may be, but from the unqualified exercise of authority by the articulate majority." "Political control over the process of intellectual and moral development suggests the negation of freedom," again says Dr. Counts. But if control must be lodged somewhere, then, where else than in the people, organized politically? Should control be vested in the church, the home, the professional educator? Dr. Counts rejects each of these controls and argues for control by democratic government, self-limited in the interest of protecting "that integrity of person which is perhaps the most distinctive characteristic of the free man and without which education cannot serve democratic purposes." Dr. Counts' thesis respecting this perplexing question of the control of democratic education is, in summarizing, that "the control of such a program must express a delicate adjustment among agencies of government, the profession of teaching, and the people."

The final chapter is devoted to a listing and discussion of the appropriate division of responsibilities between government, the educational profession, and the people in the control and direction of democratic education.

Government should—

1. Establish a special authority for the general conduct of the public school.
2. Provide generous and sustaining financial support of the educational undertaking.
3. Insure the broad, thorough, and democratic training of the teacher.

4. Safeguard the integrity of the teacher.

5. Refuse deliberately to make full use of its own power over the school.

The teacher should—

1. Maintain a steadfast loyalty to the democratic faith.

2. Achieve and sustain high professional competence.

3. Participate actively and intelligently in shaping educational policies.

4. Establish and maintain a condition of mutual trust, understanding, and sympathy with the people.

The people should:

1. Achieve a more adequate understanding of the nature of democratic education.

2. Guard public education against attacks from powerful and interested minorities.

3. Establish and maintain a condition of mutual trust, understanding, and sympathy with teachers.

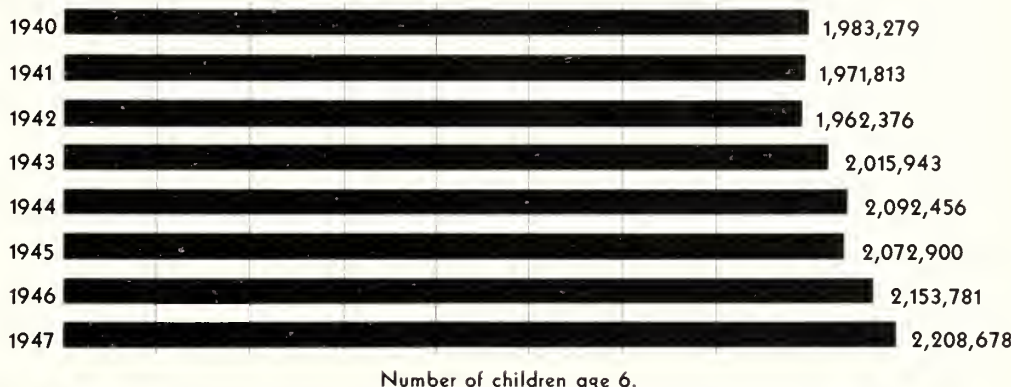
Need for Swift Moral Awakening

The book concludes with this stirring paragraph emphasizing the need for a general and swift moral awakening of the whole people to meet the menace of the new despotisms:

If the new despotisms should triumph in the Old World and divide the earth among a few great military states, the position of democracy in America clearly would be in dire and lasting peril. But even if those forces should be vanquished in the terrible struggle now unfolding, even if the new despotisms and everything for which they stand should be overcome, the crisis of democracy would continue in acute and threatening form. It would continue until those conditions which have bred the totalitarian movements have been removed—the instability of economic institutions, the failure to utilize in the common interest the advances of science and technology, the widespread sense of insecurity and uncertainty, the feeling of frustration among the youth, the fear of war and national aggression, the inequalities and injustices among classes and peoples, the severe discrepancies between the ideals and practices of democracy. To meet the current threat of the dictatorships from abroad and to remove the underlying conditions encouraging the growth of despotism at home will require a deep and sustained moral awakening on the part of the American people. From this awakening, government, the teacher, and the citizen should derive inspiration and unity of purpose in the control and direction of the entire educational undertaking.

Schools and the Birth Rate

by Emery M. Foster, Chief, Division of Statistics



★★★ The recent announcement of the Division of Vital Statistics, Bureau of the Census,¹ "U. S. marriages reach all-time high; 1941 birth rate estimated at 18.5," raises the question of how these conditions affect the schools.

The marriage rate for 1940 is the highest since 1920 and the birth rate for the first 4 months of 1941 indicates that the 1941 rate may be the highest in 10 years. In general it has been increasing since 1933.

The marriage rate for 1940 is 11.8 per 1,000 of total population. In 1920 it was 12 per 1,000 of population. If the birth rate for 1941 is 18.5 per 1,000, it is the highest since 1930 when it was 18.9 per 1,000. In 1933 it was only 16.5.

The relatively small number of children born in 1933 should have entered school in 1939. The children born in 1934 furnished about 79,000 more (age 6) to enter school in 1940 than had entered in 1939.

This fall (September 1941) about 11,500 fewer children become age 6 than last fall and similarly in 1942 about 9,400 fewer than in 1941.

The fall of 1943, however, will see 53,600 more children ready for school than in 1942, which will compensate for the losses in the previous 2 years. Again in 1944 about 76,500 more children become age 6 than in the previous year.

¹The Registrar, Department of Commerce, Bureau of the Census, July 14, 1941.

In September 1945 there may be another decrease of 19,500 but this will be wiped out by an increase of 80,900 entering school in 1946. Present indications are that there will be another increase of 54,900 entering in September 1947 if the birth rate for the first 4 months of 1941 continues throughout the year.

This will mean that in the fall of 1947, the Nation as a whole will be providing for 225,500 more pupils beginning in the first grade than in 1940, an 11 percent increase.

It should be remembered that the total enrollment in the first grade is affected not only by the number of new pupils but also by the old ones returning to repeat the grade, because they are not yet prepared to do second grade work.

As the high marriage rate in 1920 was due to the demobilization of the World War army, the marriage license officials believe that the high 1940 rate is due to the selective service and the increased economic prosperity.



Archivist Resigns

President Roosevelt accepted, effective September 15, the resignation of Dr. R. D. W. Connor as Archivist of the United States. Dr. Connor resigned to take over the new chair of American history and jurisprudence at the University of North Carolina.

Pause . . . and reflect

Life Marches On

The increasingly heavy air attacks upon this country, culminating in the mass raids upon London (which have exceeded in extent but not in intensity those upon other areas), have naturally tended to rivet everyone's thoughts upon the incidents of the present moment. It is indeed difficult not to think exclusively in terms of bombs and aeroplanes and anti-aircraft guns and searchlights; but to allow oneself to do so is to lose just that sense of proportion which is above all things essential in time of crisis.

Whatever the horror and desolation of the moment, life marches on, indomitable and unconquerable, its face towards the future. Peace will inevitably return to the earth, and the sword will again be beaten into the ploughshare; but, as we of the older generation know from bitter experience, and our young people realize from having grown up in the valley of the shadow of impending war, peace must be worked for if it is to be a reality, and not merely an uneasy interlude between two wars. We shall not obtain true peace after this war unless we strive for it might and main, unless we create in the minds of men not only a burning desire for peace but also a clear idea of its constituents, and of the ways in which it may be established and preserved. This demands spiritual vision, moral integrity, and intellectual honesty—all of the highest order.

The Teacher's Part

Upon the teacher, as guide, counsellor, and instructor of the young, devolves the gravest responsibility in this hour of Britain's crisis. It has always been our proudest tradition that the chief aim of the education we impart is the training of character. Now, if ever, is the time to vindicate that tradition. For the structure of peace can be erected only on the foundation of character. If we allow the children in our care to grow up myopic in vision, intellectually dishonest, and morally maculate, we betray our trust.

What then should we do? There are no set rules for the training of character, but only guiding principles. Foremost among these is, that character is trained by example rather than by precept. Our finest service can be rendered by never allowing our own vision to grow dim, by manifesting always and demanding from our pupils the most austere intellectual honesty, and by imposing upon ourselves the strictest moral standards. Few of us realize how lax we are in all these respects until we mercilessly analyze our thoughts, our words, and our actions. Now is the time for such analysis. By the mere fact of being teachers we become, through the minds of our pupils, in large part creators of the future. The implications of that thought must at a moment like this give the most feckless to pause to reflect.

—from the *London Times*



Schools and the National Defense Savings Program

by *Maris M. Proffitt, Educational Consultant and Specialist in Industrial Education*

★★★ In these times of political storm and stress throughout the world, when the principles of self-government are being challenged and the charge made that democracies cannot function efficiently and effectively in national emergencies, America looks again to the "Common Schools, the Hope of Our Country." The faith placed in the efficacy of our schools to perpetuate the principles of democracy is universally reaffirmed.

The schools of this Nation are therefore challenged to redouble their efforts in carrying out the specific purpose for which they were established, namely, the development of an intelligent citizenry capable of functioning in a form of government in which individual rights and individual responsibilities are delicately balanced.

Federal Agencies Cooperate

The trust reposed in the schools as having a genius for assuring the democratic way of life has been well founded over a long period of years. The schools as now organized constitute the public institution, created by the Government, for the education of all the people. They are, therefore, the greatest single agency for inculcating and disseminating the ideals of democracy and for teaching the practices to be followed in realizing them. Today, one-fourth of our population attends full-time, evening, and short-time courses; one million persons are engaged in giving instruction; and educational opportunities are provided in 275,000 schools. It is evident, therefore, that American Democracy has built itself a "Temple of Learning" to insure its own perpetuity. The welfare of our country is calling for the participation of the schools of the Nation in a service to develop an intelligent understanding and an active interest in the program of national defense and the ways and means of implementing it.

Two Federal agencies, the U. S. Office of Education and the Treasury Department, are cooperating to bring to the schools suggestions for participation in the program of defense that

QUESTIONS

What plans has the Federal Government for the participation of the public schools in the sale of stamps and bonds as a means of financing national defense?

What Federal agencies will be responsible for outlining and inaugurating the program for the participation of the schools in the sale of Government securities?

What are the objectives which the Federal Government desires to realize through the participation and cooperation of the schools in a program for the sale of Government securities for financing national defense?

How may schools obtain advice and assistance for efficient cooperation with the Government?

You may have other questions about the defense savings program. Dr. Proffitt gives answers to many such questions in his article on this page.

will be most effective for meeting national needs. The purpose will be to bring to the attention of the schools objectives to which they can contribute in large measure, to propose activities in which they may engage for the realization of the objectives, and to provide materials and aids that may be used in connection with instruction. The point of departure for the participation of schools in this general phase of the preparation for national defense is the *defense savings program* which is being promoted by the defense savings staff of the Treasury Department. It is with that staff that the Office of Education is cooperating in a plan to secure the effective services that schools can render for the attainment of objectives which are vital to the welfare of the country.

The defense savings program has three goals, each impressed with a social purpose which has collateral values to the raising of funds. One goal is the promotion of the national effort to preserve, protect, and defend the essence of the democratic way of life. This is felt to be of the highest consequence. A second goal is related to the problem of maintaining stabilization in price of commodities. During the condition of total national defense, with every available resource engaged in the most effective provision, both in time and quantity, for the production of weapons for the safeguarding of our Nation, there is bound to be a decrease in the amount of consumer's goods available for the peace-time satisfaction of the needs of the people. At the same time, there will be an increase in employment, and consequently in wages and income. Uncontrolled, this would lead to such an enlarged spendable money income, against a reduced amount of consumer goods available for purchase, that a dangerous rise in prices would result. The adoption of a systematic plan of savings by the masses of the people, such as presented by the purchase of defense bonds and stamps, would constitute a needed check upon the danger of a higher cost of living.

A third goal relates to economic stability. At the close of the present World War there will inevitably be a period of sharp economic readjustment. The spending for planes, tanks, guns, shells, and other elements of essential defense will come to an end. Millions of persons, now engaged in these productive enterprises, will then find the need for their services discontinued. There will be a period of transition in occupational employment that will entail losses in wages and earnings. The defense savings program is designed to afford a cushion for the shock of this change. The Government expects millions of Americans to build up, by patterns of continuous thrift and by

investment in the best asset in the world—United States stamps and bonds—financial backlogs by which they can maintain themselves as basically solvent citizens during the time of economic adjustment.

The two Federal cooperating agencies are more interested in securing the participation of the public schools in the understanding and encouragement of these goals than in having them become an outlet for the sale of defense securities. The controlling purpose of the Federal Government relative to the public schools and the defense savings program, is to aid the schools in the development and dissemination of an intelligent understanding of the effort for defense—why we have embarked upon this fight for the preservation of the freedoms that matter, how we plan this great enterprise for the common good, and what, especially, is the importance of the financing of the total effort. Subsidiary to this is the hope and expectation that pupils and their parents may participate in financing national defense. But the Government has no desire to coerce, solicit, or urgently influence the public schools of America to become sales agencies for bonds and stamps. The schools of the country are entitled to know that the fundamental purpose of the Government with reference to the sale of securities is to enable people to take part voluntarily because they wish to do so, rather than to exert any pressure upon them. Should some school or class, of its own free will, desire to cooperate with the defense savings program by instituting a plan for the purchase of bonds or stamps, it would of course be welcomed as a patriotic enterprise.

Instructional Aids

The Federal Government through the Treasury Department and the Office of Education plans to prepare and to furnish, for use by the schools, a series of publications providing texts and manuals for the purposes indicated above. These will include one publication describing the place of America in the changing world. This will give a picture of the present world situation; the assault of dictatorship against democracy; the assets of America, ma-

terial, human, and spiritual; the need for total defense of the values we hold and cherish; and the relation thereto of the program for financing the defense effort. Another publication will contain information about the naval and military forces of the United States and their equipment. It will also include a section on the means the Nation uses for financing these defense activities. A third publication will be devoted exclusively to a description of the methods used to finance defense activities. It will include an account of the details of taxation and the borrowing that is now being undertaken.

The Government also expects to issue a source book, which will be made available to every school library and classroom in the country. It will contain information about the natural resources of the United States, and will compare these with those of other great nations of the world. There will be included statistics on the productive capacity of American industry, agriculture, the labor supply, and other essential data on national assets—human as well as material. In addition it is planned that the source book will include, for ready reference, such items of historical pertinence as the Declaration of Independence, the Constitution with its amendments, Jefferson's First Inaugural, Lincoln's Gettysburg speech, President Wilson's moving utterances on the First World War, and recent speeches of President Roosevelt on the four freedoms and other important matters.

State and Local Organizations

In order that the total defense savings program may be brought directly to the people, there is being organized in each State and Territory of the Union, a State defense savings committee. As rapidly as possible there will be organized in each city and county a similar committee sponsored by the State committee. It will be composed of representatives of the local government and important community organizations. The committee will undertake the immediate task of enlisting the active aid of the various local agencies in the total program of defense savings. It will also be a source of in-

formation and assistance to schools, as well as other agencies, in planning and carrying on programs connected with national defense.

Availability of Materials

The various manuals, pamphlets, and source books which the Government has in preparation may be secured, when available for distribution, from the local county or city defense savings committee. This committee will have as an important member, either the superintendent of schools or some other local school official who will be intimately in touch with the availability of the Government publications and will know how to secure them. If at the time a school desires either information or materials, no local committee has been appointed nor any materials are available locally, a request should be sent to the State committee. Any question which cannot be handled in this manner will be transmitted to the Treasury Department or the U. S. Office of Education.

Relation to School Program

The purpose which the Government expects to accomplish through the participation of the schools in the national defense savings program is closely related to the purpose of the educational program of the public schools. Both are deeply concerned with citizenship. Training for citizenship is one of the cardinal general objectives of education. The objective of the defense program in the schools is a specific one coming as a subobjective under this general one. The defense program can readily be made an integral part of training given in citizenship by any school. It presents a highly desirable approach to such training through the use of a current question of universal interest.

Adaptability to Grade Levels

It is the desire of the Government that information on national defense will be included for instruction in all grade levels in which its introduction is feasible or can be made so through proper adaptation of methods

(Concluded on page 14)



by SUSAN O. FUTTERER and RUTH A. GRAY, U. S. Office of Education Library

New Books and Pamphlets

Adult Education

A Guide to Materials for Teaching English to Refugees. Prepared by Fanne Aronoff, Gilbert Convers, and Nora Hodges. New York, Committee for Refugee Education, 1940. 36 p. 50 cents.

Emphasizes free and inexpensive materials usually available in quantities for this public service. The grade of the various items is indicated as being for beginner, intermediate, advanced, and teacher-reference.

Consumer Education

Read Your Labels, by Helen Dallas and Maxine Enlow for the Institute for Consumer Education. New York, Public Affairs Committee, Inc. (30 Rockefeller Plaza) 1941. 31 p. (Public Affairs Pamphlets, no. 51; Consumer Series, no. 2). 10 cents.

Shows the ways by which consumers can protect themselves against impure foods, drugs, and cosmetics.

Education for Family Living

Family Living and Our Schools. Suggestions for instructional programs. Joint committee on curriculum aspects of education for home and family living of the home economics department of the National Education Association and the Society for Curriculum Study. Bess Goodykoontz and Beulah I. Coon, cochairmen. New York, D. Appleton-Century Co., 1941. 468 p. illus. \$2.50.

Analyzes the need for guidance in family living and shows the school's responsibility in supplying such guidance. Stresses the curriculum aspects of the subject and describes successful programs and practices now in use in the schools—at all levels. Contains suggestions for enriching programs and improving methods.

National Defense

America Prepares for Tomorrow; the story of our total defense effort, by William Dow Boutwell, B. P. Brodinsky, Pauline Frederick, Joseph Harris, Glenn Nixon, Archie Robertson. New York, Harper & Brothers, Publishers, 1941. 612 p. illus. \$3.50.

Gives a factual account of all aspects of our national defense program, with information about our resources, human and material, and offers an overview of the ways they are being utilized for defense. An appendix contains the important documents which form the basis of the defense program, and a bibliography of the literature.

America, by David Cushman Coyle. Washington, D. C., National Home Library Foundation, 1941. 91 p. 25 cents.

A book for all Americans "about America meeting the challenge of Nazi aggression." Describes the position of the United States in the world today and stresses the necessity of defending our freedom. Written in simple, direct language that all may read and understand.

You Can Defend America. Foreword by the General of the Armies of the United States of America, John J. Pershing. Washington, D. C., Judd & Detweiler, Inc., 1941. 27 p. illus. (Address Moral Rearmament, care Judd & Detweiler, Washington, D. C., for information regarding distribution of this pamphlet.)

Emphasizes the fact that national character is the core of national defense and appeals to every American to place loyalty to America above party, class, race, and personal advantage.



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the U. S. Office of Education on interlibrary loan follows:

AGNEW, LETHA A. The kinds and processes of mathematics a child needs to know in order to succeed in an eighth grade general science course. Master's 1940. Texas College of Arts and Industries. 60 p. ms.

ARMACOST, GEORGE H. High school principals' annual reports: a study of typewritten, duplicated, and printed annual reports of high school principals to the superintendent and board of education, and to the public.

Doctor's, 1940. Teachers College, Columbia University. 180 p.

BARTON, CHARLES E. An investigation of teacher load and teacher participation in outside activities of the white Washington junior high school teachers. Master's, 1940. George Washington University. 56 p. ms.

BISNOR, RUTH. Points of neutrality in social attitudes of delinquents and nondelinquents. Doctor's, 1939. University of Chicago. Psychometrika, 5: 35-45, March 1940. (Reprinted.)

BRANCH, RAYMOND B. A study of the vocational program of the Nottoway training school in relation to Negro farmers and 125 high school pupils. Master's, 1940. Hampton Institute. 37 p. ms.

BROWN, JAMES N. Educational implications of four conceptions of human nature: a comparative study. Doctor's, 1940. Catholic University of America. 139 p.

CARNEY, LEE T. A study of 49 high-school and junior-high boys who dropped out of school during the year January 1, 1938-December 31, 1939. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 82 p. ms.

CUNNINGHAM, HARRY A. Material facilities needed in the training of intermediate grade teachers in science. Doctor's, 1939. Teachers College, Columbia University. 162 p.

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Four Immediate Objectives

In his inaugural address at the Sixty-third Annual Conference of the American Library Association at Boston, President Charles H. Brown proposed to librarians that the program for the coming year be one of studying together "the place of libraries in our educational system, considering the library as an educational medium, not so much for what we ourselves can contribute in our own special fields as for what we can accomplish by working together with other educational institutions and organizations."

The A. L. A. president outlined such a program as having four immediate objectives:

1. Improvement of the relationships between the various libraries of our local communities in order that we may more adequately satisfy the educational needs of the American people.

2. Improvement of the relationships between the local libraries and all local educational institutions and organizations in the hope of coordinating educational service.

3. Improvement in the integration of the use of the library with courses of instruction in schools at all levels in order that students may become accustomed to conducting their own investigations and embark early in life on a program of self-education.

4. The further development of a close relationship between national library groups and educational organizations.

The National Gallery of Art

by Katrina Van Hook, Assistant Museum Aide

★★★ Among the governmental buildings along Constitution Avenue in Washington, the new structure of the National Gallery of Art symbolizes a trend which has been slowly coming to the fore in our cultural life. Art has become something public and universal and is no longer raised on a pedestal for the admiration of a few. Enlarged and improved art departments in schools and colleges, publications of a popular nature with color reproductions, the WPA art program, the Treasury project with competitions for murals in public buildings throughout the country, are some of the contributing factors.

Wider publicity in connection with exhibitions in museums and especially at the fairs in Chicago, San Francisco, and New York has increased the familiarity of the public with the field. This trend was recognized by the late Andrew W. Mellon when he conceived the idea of a National Gallery of Art for this country. In order to form the nucleus of a national collection, he wished to give his own paintings and sculpture by artists of the past and offered to provide in the Nation's capital a building designed to exhibit works of art to the best advantage.

Congressional Act

By the act of Congress of March 24, 1937, the National Gallery of Art was established as a bureau of the Smithsonian Institution. Ground was broken in June 1937 and the building, designed in classic style by the late John Russell Pope, was completed in December 1940 by his associates Otto R. Eggers and Daniel P. Higgins. A large structure, 785 feet in length, it is of brick and concrete, faced on the exterior with rose-white Tennessee marble. In the center is a dome with classical porticoes on either side, flanked by two long wings. The dome covers the interior circular entrance

hall, the rotunda, which was modelled after the Pantheon in Rome. The wings are windowless, since the lighting for the galleries is entirely from the top through the glass roof. Large floodlights placed above the glass ceilings of the galleries supplement natural daylight whenever necessary.

On the evening of March 17 of this year, the President of the United States accepted the National Gallery and its collection on behalf of the country. The following day hundreds of people were waiting on the steps for the doors to open. They entered first the rotunda with its circle of dark green Italian marble columns. They paused to look up at the bronze figure of Mercury, poised over the large marble fountain in the center of the hall, a sculpture designed originally for a fountain by Giovanni Bologna, the sixteenth century Italian sculptor.

Visitors then passed into one of the long halls off the rotunda and entered the galleries devoted to the paintings. The proportions and decorative treatment of the galleries vary according to the works of art on display. Many rooms are small and intimate while some are large and formal. Early Italian paintings are hung against plaster walls; figured brocade is used as a background for later Italian paintings, oak for the large Flemish and Dutch oils, and painted wood paneling for the English and Colonial American art. Comfortable couches placed in the galleries aid in dispelling museum fatigue. At either end of the building are refreshing garden courts with plantings of ferns, palm trees, and flowers as a setting for the sculptured fountains in the center.

In the Gallery's collection as a whole, 150 works of art belonged to Mr. Mellon. These were augmented by Samuel H. Kress with a large and important gift numbering almost 400 paintings and sculptures by Italian artists. Ellen T. Bullard and three anonymous

donors presented a group of more than 300 prints. Chester Dale loaned some of his paintings by early Americans and in the fall will lend 22 French nineteenth century canvases. Thus, as Mr. Mellon had hoped, his own gift has served as a nucleus added to by others interested in the fine arts.

There is excellent opportunity to trace the development of Italian art with examples ranging from the thirteenth century up to the eighteenth century. Among the outstanding pictures is the high Renaissance painting called the Alba Madonna, by Raphael. In the possession of the Dukes of Alba in Spain for over a hundred years, it came to the Hermitage Gallery in Leningrad, Russia, where Mr. Mellon acquired it along with several others now in the National Gallery. From the Kress Collection, The Adoration of the Shepherds by Giorgione of Venice reveals the poetic landscape and the quiet mood characteristic of this artist. The medium of sculpture, too, is well represented.

Temporary or Traveling Exhibitions

Besides the permanent collection, there is a large hall on the ground floor for temporary or traveling exhibitions. In May, 200 water colors were on view, a group by contemporary American artists selected from a national competition held by the Section of Fine Arts of the Federal Works Agency. "The Great Fire of London, 1940," was the title of the second exhibition shown in July and August, which consisted of paintings and drawings by British artists serving in the London Auxiliary Fire Service.

In a little more than 4 months after the opening, a million people, representing all the 48 States, passed through the gallery's doors. The millionth visitor, a young woman with a small baby, arrived on Sunday, July 27. She was greeted formally by the officials of the

Top to bottom:

The National Gallery of Art.

The Adoration of the Shepherds.

The Alba Madonna.

One of the oak paneled galleries.

Courtesy of the National Gallery of Art, Washington.

gallery and was presented with an autographed catalog.

This large attendance figure merits consideration. From all walks of life, of all ages, the gallerygoers present a diversified appearance: Tourists in traveling slacks, babies in the carriages supplied by the gallery, high-school students, well-dressed city dwellers, artists delighted at another opportunity to study the technique of the old masters; adding a picturesque note are groups of nuns in black and white looking at the religious paintings, and soldiers on leave. Thousands of the visitors have never before been to an art gallery; many had never seen an original work of art. Drawn in at first, perhaps by mere curiosity to see one of the new sights in a tourist center, many remain longer than they intended or return again, their interest held by the art itself.

There is also great demand for information and background material. More and more are realizing that looking at pictures, as any other pursuit, is more pleasurable when one has had some experience, and that the ability to appreciate art is not a special gift granted only to the initiate. This fact presents an opportunity for the gallery to make more art instruction easily obtainable for those who want it. It is evident also that this new interest in art has inspired a great number to become more familiar with art museums and art production in their own home communities.

In the 4½ months since the opening, the educational department has had direct contact with about 15,000 people. Two daily gallery tours have served as a general introduction to the building and the collection for the individual visitor. The gallery has also experimented with auditorium lectures for the general public which consist of a discussion of the works of art through



the medium of slides, followed by a brief tour of the galleries. The wide and interested public response to this initial program has been most gratifying. In addition, hundreds of organized groups have taken advantage of special guidance by members of the docent staff; to indicate the variety of the organizations which include a gallery visit in their programs, one might mention the women's clubs, church societies, scientific academies, interior decorators' associations, the 4-H Clubs, Scout troops, college and high-school classes, etc.

Conference Hours

Schools from all over the country have come in large numbers. It has been found that students of all ages derive most enjoyment and benefit from a gallery visit after they have had some previous preparation and study in connection with the works of art to be viewed. With this in mind the gallery has added another feature to its educational activities, to be further developed, namely, individual and group conference hours for teachers in the public and private educational institutions in the vicinity. Those desiring information on the gallery and suggestions for class study may come beforehand and prepare themselves to guide their own students.

Plans for the coming year include an extended schedule of lectures with slides on popular and scholarly subjects related to the gallery's collection, both for the general public and students specializing in art. In view of the present conditions in Europe these lectures will stress material which may be seen in this country. Teachers also will find this program of help in integrating the appreciation and the study of art with their regular work.

Publications

Publications of the gallery now include a preliminary catalog, a picture book illustrating the entire collection, post cards, and color reproductions. In the future it is hoped that there will be further written material in the form of handbooks, texts for color reproductions, study plans for clubs, written lectures, and a radio program which would

enlarge present activities to a Nationwide scale.

This is the National Gallery of Art today. It looks forward to playing its part in the cultural life of the country in the future when art, in spite of times of stress, will continue to fill a vital spiritual need.

Defense Savings

(Concluded from page 10)

or of instructional materials. The materials which the Government now has in preparation will be suitable for use by secondary school pupils. Some of the content, however, is adaptable for limited use in the upper elementary grades. It is expected later to prepare a syllabus or manual that will be of aid to elementary teachers in making adaptations of materials and methods for use in their grades.

Instruction in national defense may be organized as a separate curriculum unit in citizenship, or any part of such instruction, and any of the instructional materials may be used at appropriate places in any course in the social science subjects, provided that under the latter plan the instruction is organized to give complete coverage of the work in defense and so related as to insure the realization of the defense objective.

When To Begin

It is hoped that the schools can begin their cooperation with the Government's plan for participation in the national defense program with the opening of schools this fall. However, the time for starting the program is a matter that must be adjusted to meet local conditions. The various manuals described herein are being designed to permit the use of the information included whenever and wherever it best fits into the year's work and into the precise pattern of the curriculum.

Because the public schools are the national agency established by the Government for educational purposes, they are in a position to provide to millions of persons opportunities for gaining an intelligent understanding of the objectives involved in the defense program and of the responsibilities of the individual for contributing to the realization of these objectives.

Teaching Opportunities in Other American Republics

Fifteen of the American Republics have now ratified the Convention for the Promotion of Inter-American Cultural Relations. This convention provides for the exchange of professors, graduate students, and teachers between the United States and the other Republics.

The exchange fellowships include travel, tuition fees, and maintenance in the Republic where the study is done. The professorships provide travel, a per diem, and a small salary.

Persons interested in these exchanges should communicate with the U. S. Office of Education within the next few weeks since new lists of professors available for exchange and new panels of graduate students and teachers will be prepared early this fall.



Nurses Training

Surgeon General Parran of the United States Public Health Service has sent letters to 1,300 accredited nursing schools asking them to speed up their training program to alleviate the "present acute shortage" of qualified professional nurses needed for defense. Dr. Parran asked Federal Security Administrator McNutt to appoint Mrs. Eugenia Kay Spaulding, Catholic University, Washington, D. C., Lucille Petry, University of Minnesota, and Margaret Arnstein of the New York State Health Department, to direct an expanded nurses training program.



Recent Theses

(Concluded from page 11)

FARNSWORTH, PHILO T. Adaptation processes in public-school systems as illustrated by a study of five selected innovations in educational service in New York, Connecticut, and Massachusetts. Doctor's, 1938. Teachers College, Columbia University. 138 p.

FINK, WILLIAM L. Evaluation of commencement practices in American public secondary schools. Doctor's 1940. Pennsylvania. 191 p.

GARDY, E. BARBARA. A critical review of literature on extracurricular finances. Master's, 1940. University of Maine. 110 p. ms.

Look

FOR THE
GRADE SYMBOL
AND
SUPPLEMENTARY
DESCRIPTIVE
TERMS
ON THE LABEL.
THEY IDENTIFY
THE QUALITY
IN THE CAN
AND ARE A
RELIABLE GUIDE
WHEN BUYING
CANNED GOODS



HOMEMAKERS CHOOSE THE GRADES BEST SUITED TO THEIR NEEDS

Official

U. S. GRADES FOR CANNED
FRUITS AND VEGETABLES ARE
U. S. GRADE A | Fancy
U. S. GRADE B | Choice
U. S. GRADE C | Standard

GRADE-A Products are the finest
They are carefully selected as to size,
color, and maturity

GRADE-B Products are excellent,
not quite as select as to size, color,
and maturity as A.

GRADE-C Products are of good
quality and are wholesome—not so uni-
form in size, color and maturity as B.

PRODUCTS OF ALL GRADES ARE WHOLE-
SOME AND NUTRITIOUS

Education in Food Labeling

by Alice L. Edwards, Home Economist, Agricultural Marketing Service, U. S. Department of Agriculture

★★★ In the months and years ahead, we may expect more rather than fewer difficulties in choosing commodities to meet our needs. Many of the old guides and much of our former experience may prove of questionable value in the face of changing needs, varying incomes, higher prices, substitute materials, and shifting marketing conditions. Therefore, in consumer education, we require the type of information and experience in those activities which will make us more practical and adaptable in our buying. This education should help us in deciding what we really want, provide us with guides for selecting commodities, aid us in finding what is available on the market, make us more alert to new situations, and give us more understanding of marketing problems and procedures. However, consumer education should not alone aid in obtaining suitable commodities, but it should help in taking care of them and using them so as to get maximum value from them.

Wise buying and use of the things which supply the needs of ourselves and our families are not ends in themselves, but a means to a much to be desired end—more abundant and satisfying living. Wise buying means choosing such com-

modities as clothing that is comfortable and hygienic as well as artistic; equipment that is durable, efficient, and easy to operate and to care for; houses and furnishings that make a suitable background for family life and activities. And, most important of all, wise buying means choosing enough of the right kinds of food to build and to maintain strong, healthy individuals.

Practical Consumer Education

We are now hearing a great deal about the importance of fruits and vegetables in every diet. Many of these will be fresh fruits and vegetables but, especially when the fresh products are scarce or particularly expensive, canned fruits and vegetables will represent good values. Unfortunately these canned foods are difficult to select because they are in containers which prevent us from seeing, handling, tasting, or smelling the contents before we buy them. Consequently, we are in need of means by which we can obtain useful and reliable information concerning the hidden or concealed qualities of these commodities.

A study of the selection of canned fruits and vegetables affords an excellent opportunity for practical consumer education in buying canned foods as well as other packaged foods. Such a study

is particularly timely just now because so much attention is being centered on the labeling of these commodities. New labels are appearing on many canned foods as additional information is being provided in line with the recent regulations issued by the Federal Food and Drug Administration under authority of the Federal Food, Drug, and Cosmetic Act of 1938. In addition, a number of retailing organizations are adopting "informative labels" for their individual brands of canned fruits and vegetables which include the quality grades of the respective commodities.

Grade designations, such as Grade A, Grade B, and Grade C, now appearing on the labels of many canned fruits and vegetables are based on standards for grades of these commodities which have been formulated by the Agricultural Marketing Service of the United States Department of Agriculture. Although standards have been developed for the voluntary use of the canning industry and for the use of inspectors of the Agricultural Marketing Service, they are based on quality factors considered important to consumers. Therefore, consumers who are studying the selection of canned foods will find it worth their while to obtain copies of the standards for grades of the particular canned fruits or vegetables to be investigated in order to learn the characteristics of the different grades and the factors influencing the quality of the different foods. These standards describe the specific requirements for the different grades of each commodity.

Some canned foods are now appearing on the retail market with grades designated on the labels as U. S. Grade A, U. S. Grade B, and U. S. Grade C. These foods have been packed in plants under the continuous inspection of officials of the Agricultural Marketing Service. This continuous factory inspection is an experiment in which a few selected canning plants are co-operating with the Agricultural Marketing Service. The experiment has been undertaken at the invitation of the canners, who pay for the inspection.

The Agricultural Marketing Service is interested in consumers' reactions to the foods packed in the plants under continuous inspection and to the labeling of these canned foods in terms of U. S. grades and with the statement that the food has been packed under the continuous observation of inspectors of the Service. Even though the labels on these foods may not bear the U. S. grade of the inspection statement, the foods can usually be identified by the Agricultural Marketing Service shield embossed in the covers of tin or in the bottom of glass containers.

The Federal Government annually buys millions of cases of canned fruits and vegetables by Federal specifications which carefully describe the kind, quality, and quantity of the food desired. In recently revised Federal specifications, the qualities of these canned foods are designated in terms of the grades of the Agricultural Marketing Service. Therefore, consumers who select Grade A, Grade B, and Grade C canned fruits and vegetables are relying on the same standard grades in their buying as those used by the purchasers for the various agencies of the Federal Government and to send abroad for shipment under the Lease-Lend Act.

The findings of various studies indicate that prices, especially of non-grade-labeled canned fruits and vegetables, are not reliable guides to the qualities of these foods. It is anticipated that the prices of many of these canned foods will be somewhat higher during the coming year. If this rise occurs, it remains to be seen what the relationship will be between price and quality of the grade-labeled and the

nongrade-labeled canned foods. This situation suggests the timeliness of gathering data relative to prices and their relationship to the grades of commodities in any investigations of canned fruits and vegetables which may be undertaken during this fall and winter.

A teaching project in the selection of canned fruits and vegetables might include some or all of the following:

1. A study of the standards for grades for selected canned fruits and vegetables, as formulated by the Agricultural Marketing Service.

In studying the grades for each canned food, a few cans of each fruit or vegetable should be opened and informally checked according to the standards in order to gain a better idea as to what the different grades mean.

2. A survey of the canned fruits and vegetables available in the local market.

(a) In each store in the local shopping area, members of the study group could obtain information concerning the particular kinds of canned fruits and vegetables selected for study. The nature of the data to be obtained is

indicated by the following which might be used as headings of a chart on which data could be compiled:

- Name and address of store or market.
- Commodity.
- Packer or distributor.
- Brand.
- Grade or other quality designated.
- Packed under continuous inspection (shield embossed in can top).
- Size of can (net contents).
- Price.

Information obtained could be analyzed to answer questions such as the following:

How many different brands of each commodity are available?

What kinds of information are provided on the labels of this food?

How many different cans are grade labeled?

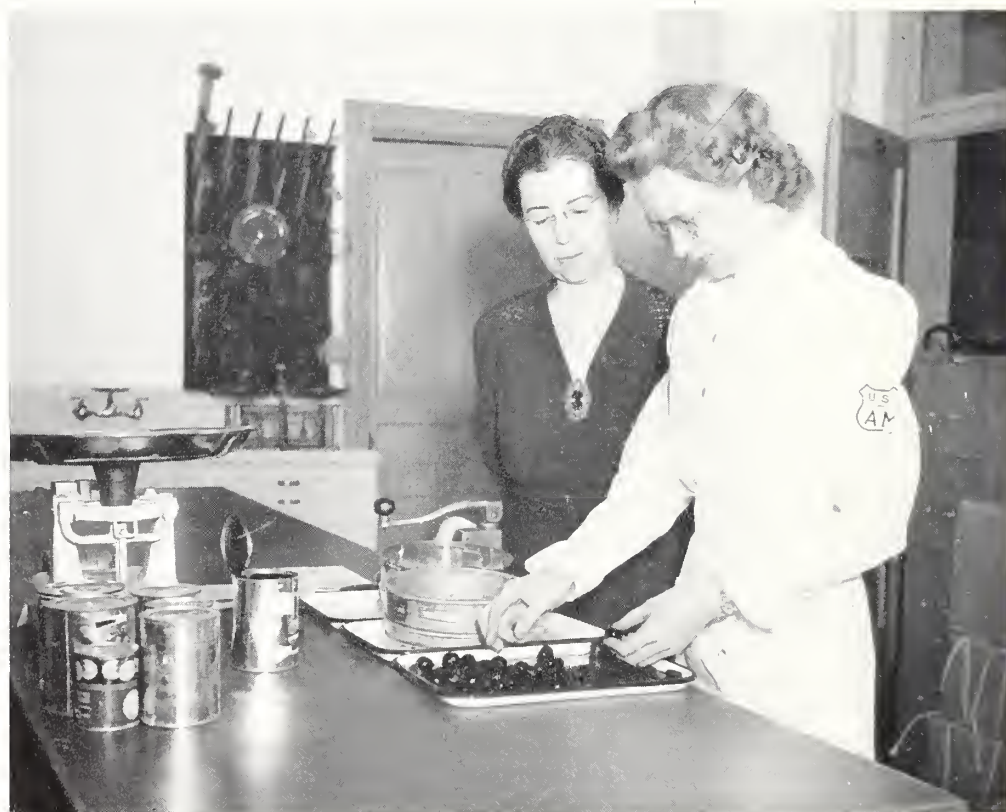
What grade terms are used and how many different cans are labeled with each term?

What is the range in prices for cans of the same size for each of the commodities selected for the study?

Were any cans found with the shield of the Agricultural Marketing Service embossed in the end of the can? If so, were they grade labeled?

3. A determination of the basis on

Testing canned cherries in the laboratory of the Agricultural Marketing Service, U. S. Department of Agriculture.



which various consumers select canned fruits and vegetables.

Arrange with the manager of one or more of the local markets to cooperate in a study by setting up an exhibit of A B C grade-labeled canned foods and U. S. A B C grade-labeled canned foods if both are available alongside of well known brands of nongrade-labeled canned foods of the same kind and style of pack, presumably of the same quality, the same size of can, and the same price if possible. These canned foods can be placed in special exhibits or be left in their regular place on the shelves and be identified by suitable signs. These signs should call attention to the fact that certain products are labeled grade A B C or U. S. grade A B C while the others are nongrade labeled.

Selected members of the class making the study should spend some time in the market to observe consumer reactions to the exhibit.

The manager of the market should be asked to cooperate by reporting, at stated intervals, the number of cans of each commodity sold during given periods of the exhibit.

Through observation in the market and conversation with homemakers, members of the class should gather information to determine the basis on which different individuals select canned foods, whether by price, size of can, brand, or some other factor.

4. A comparison of qualities and prices of grade-labeled and nongrade labeled canned fruits and vegetables

Let members of the study group choose a can each of one or more different brands of Grade A and U. S. Grade A of the kinds of canned foods selected for study, such as peaches, grapefruit segments, string beans, and peas. Three or more cans of the same products of different brands of nongrade-labeled foods should also be selected.

Open the cans of only one kind of food at a time, and compare qualities of the food in the different cans.

The prices of the different cans of food should be compared to determine their relationship to the qualities of the food.

Which foods, on the whole, the grade

labeled or the nongrade labeled, appear to be the best buys?

On the basis of the qualities and prices of the canned foods examined, which seem acceptable for use by your family?

5. Estimation of the approximate number of cans of selected commodities purchased annually.

Let each member of the class estimate the approximate number of cans of each of the commodities studied, which are purchased annually by his or her family.

Let each member calculate the annual family expenditures for the different kinds of canned foods if the highest priced, the medium priced, or the low-priced product were selected.

Studies of the selection of canned fruits and vegetables have the advantage of dealing with real problems of the student and the community. They are suitable for seniors in high school or adult homemakers. College students find projects along this line satisfactory for special investigations.

Many School Departments Participate

A study of the selection of canned fruits and vegetables may be conducted by a single department in the high school or college. However, it is well adapted for a cooperative project in which a number of departments participate.

The English department can aid students in preparing useful educational material, news stories to tell of the various activities in connection with the study, and the final report when the study is completed. The art department can aid by preparing posters, signs, and other illustrative material. The mathematics department can assist in setting up the forms for the collection of data and can compile these data after they are collected. It can also aid in calculating family expenditures for canned foods. The business education department is excellently fitted to make contacts with store managers, gain their cooperation, assist in setting up special exhibits, and procure such data on sales as are pertinent to the study. The home economics department is prepared to

handle those aspects of the study relative to the place of canned foods in the family budget, and to supervise the judging of the qualities and grades of the selected canned foods.

References

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Civil Service

The following examinations have recently been announced by the Civil Service Commission, Washington, D. C.

ECONOMIST (ANY SPECIALIZED BRANCH), \$3,800 a year. Also: PRINCIPAL, \$5,600; SENIOR, \$4,600; ASSOCIATE, \$3,200; ASSISTANT, \$2,600 a year. Closing date.—Applications will be rated as soon as practicable after receipt until further notice. Maximum age, 60 years. Announcement 118.

ENGINEERING AID, \$1,800 a year. Also: CHIEF, \$2,600; PRINCIPAL, \$2,300; SENIOR, \$2,000; ASSISTANT, \$1,620 a year. Optional branches: (1) Photogrammetric; (2) Topographic. Closing date.—Applications will be rated as soon as practicable after receipt until June 30, 1942. Announcement 120.

JUNIOR MEDICAL OFFICER (Rotating Internship), \$2,000 a year. JUNIOR MEDICAL OFFICER (psychiatric resident), \$2,000 a year. St. Elizabeths Hospital, Federal Security Agency, Washington, D. C. Closing date.—Applications will be rated as soon as practicable after receipt until November 15, 1941. Maximum age, 40 years. Announcement 116.

JUNIOR SOIL CONSERVATIONIST, \$2,000 a year. Soil Conservation Service, Department of Agriculture. Closing date.—Applications will be rated as soon as practicable after receipt until December 31, 1941. Maximum age, 35 years. Announcement 119.



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, *Editorial Assistant*



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C.
enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● In the *Directory of State, County, and Municipal Training Schools Caring for Delinquent Children in the United States*, Children's Bureau Publication No. 234, the following data are given for each institution: The name of the superintendent, the area served, the capacity of the school, the legal age for admission, and population. Price, 10 cents.

● Brief descriptions of the service uniforms and insignias worn by the officers and enlisted men of the navies of Great Britain, France, Italy, Japan, Germany, and Russia, together with illustrations, are to be found in a Bureau of Navigation bulletin entitled *Uniforms and Insignias of Foreign Navies*. 10 cents.

● A history of the action of political forces within the United States which shaped our military national defense policies from 1783 to 1940, together with the defense acts of 1916 and 1920 as case studies, has been compiled in Senate Document No. 274, *Politics of our Military National Defense*. Free.

● Two new motion-picture films have been prepared by the Bureau of Mines in cooperation with one of the large lead companies. The first picture depicts *Lead Mining in Southeast Missouri*; the second, *Lead Milling, Smelting, and Refining*.

Copies of these films, in 16-millimeter sound, are available for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa., and should state specifically whether or not the borrower is equipped to show sound films. No charge is made for the use of the film, although the exhibitor is expected to pay the transportation charges.

● *Conquest of the Colorado*, a standard-size film strip with lecture, may be purchased for 50 cents from the Bureau of Reclamation, Washington, D. C. Fifty-one pictures show the Colorado River and the building of Boulder, Parker, and Imperial Dams, and of the All-American Canal. Checks or money orders should be made payable to the Bureau of Reclamation.

● Pictures of crops, farm animals, meat cuts, textiles, and many other agricultural and home economics subjects can be obtained in a

series of educational charts prepared by the Extension Service in cooperation with Department of Agriculture specialists.

4-H Clubs, home demonstration clubs, vocational schools, and other groups will find these charts helpful, the titles and prices of which follow:

No. 1. Livestock, Cattle, and Hogs. 7 charts. 25 cents.

No. 2. Horses. 2 charts. 10 cents.

No. 3. Dairy Cattle. 6 charts, including 2 charts on breeds of dairy cattle; 1 chart each on clean milk production, creamery butter production, making American cheddar cheese, and some varieties of cheese. 10 cents.

No. 4. Sheep, Goats, Wool, and Mohair. 3 charts. 15 cents.

No. 5. Poultry. 4 charts. 25 cents.

No. 7. Meat Identification. 7 charts. 25 cents.

No. 8. Cotton. 7 charts. 15 cents.

No. 9. Textiles—Manufacture, Fabric, and Construction. 7 charts. 20 cents.

No. 10. Corn. 7 charts. 15 cents.

No. 12. Poultry Marketing. 5 charts, in-

cluding charts on tentative United States standards for fowl; classes of dressed birds; inspecting, packing, and processing chicken; methods of preparing chicken for sale or use; and picking a bird. 15 cents.

No. 14. Miscellaneous Fiber Plants. 3 charts. 10 cents.

No. 18. Forestry and Forest Products. 1 chart. 5 cents.

● Concern over the employment needs of youth during the past decade and increasing interest in the need for placement services prompted the Children's Bureau to make a survey of junior-placement offices in public employment centers and in public-school systems of the United States. Specialized techniques which placement workers have developed in their work with junior applicants and the extent to which specialized junior-placement services have been organized throughout the country are reported in *Junior Placement*, Children's Bureau Publication No. 256. 15 cents.

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A Challenge to the Profession

Thus spoke Donald DuShane, president, National Education Association, before 10,000 educators, at the Boston convention:

"In spite of handicaps, of misunderstandings, of false charges and unjustified attacks, we teachers have most important functions which we must perform in this crisis. We must rededicate ourselves to the youth in our charge. We must prepare them for effective life in a changing world. We must inculcate in them a love and understanding of democracy and a willingness to sacrifice for it.

"Believing as we do that effective education of all our people is the only sure and ultimate protection of democracy, we must seek and win from the public a new and more understanding loyalty to education. We must protect our schools from misunderstandings and unjust attack. We must protect teachers from fear and intimidation and unjust discharge. We must so protect our schools and teachers that the youth of today may be prepared to live effectively in a changed but democratic world of tomorrow.

"We can accomplish these objectives only through organization. Individually we are weak and unprotected. Banded together in our good cause we can win a new and more understanding public support for education; we can protect our schools from unjust attack and financial starvation, and thus pass on to the next generation the blessings of liberty and democracy.

"The totalitarian threat to our liberties and our democracy constitutes a challenge to the teaching profession. Let us accept that challenge."

The CCC Today

By James J. McEntee, Director

The Civilian Conservation Corps was started as an emergency organization to combat unemployment by putting idle young men to work on useful conservation projects. At that time, back in 1933, it was primarily a relief agency. Its enrollees were from families on relief.

In the 8½ years since its establishment, the CCC has enlarged its objectives, although it has not altered its basic operating structure. The relief requirement for enrollment no longer exists. Any boy who is "unemployed and in need of employment" and meets other CCC standards was made eligible for enrollment under the act of Congress in 1937.

The reason for this change became obvious with the development of the CCC training program. Officials of the corps found that young men were unemployed largely because they did not know how to work. A college graduate might find himself in the same position as an illiterate when he approached an employer for a job. If he did not know how to work he was passed over for someone who did know how. The corps now offers the opportunity of work training for any boy who needs it

Important Defense Link

The public generally looked upon the CCC as a charity proposition back in 1933. It looks upon it now as one of the important links in national defense. The change in opinion is perhaps best described in an article by John Janney in the *American Magazine* of June 1941. Here is how he put it:

Eight years ago I rode into the woods with the first batch of Civilian Conservation Corps enrollees—hungry boys from the back streets and busted farms, whom a generous nation was hiring at a dollar a day and keep, to "conserve our natural resources." Everybody thought it was a good idea. It would keep the boys out of trouble and build up their health and morale. We were a little condescending about how kind Uncle Sam was being to them.

This year I have been out into the CCC camps again. I have visited dozens of them,



After a hard day's work on a field project.

north, east, south, and west. And I find that these boys have turned around and done Uncle Sam a favor. They have developed a whole range of working abilities which we never saw in 1933. They are coming to the rescue as the production machinery creaks.

Of possibly even greater long-range importance, they have gone out in the woods and dug up a brand new form of education. The CCC grads are proving that their learn-while-you-work program has practical advantages over the sit-and-listen training of the conventional classroom.

The corps had its training program well organized when the national emergency developed a little more than a year ago. Since that time, we have expanded it steadily to assist in alleviating the shortages of trained workers for defense industries. Today it is training approximately 180,000 young men in skills needed in our national defense industrial program.

Born during an emergency, the CCC still serves as a national medium in any type of emergency, whether it be unemployment, threats of war, fire, flood, or hurricane. Only last month the corps stepped into the breach in another emergency—shortage of farm hands to harvest the ripened crops. Enrollees were permitted to take leave during the harvest season after agricultural leaders throughout the country disclosed that they were unable to get help. It was a temporary job, but one that had to be done immediately. Conservation of our grains and our fruits are as im-

portant as conservation of our forests and farm lands and ranges. It was a job for the CCC, because it had what was needed—trained workers.

A proposal by Congress under S. 1365, introduced by Senator McCarran of Nevada, would set aside 300 CCC camps for full-time training of enrollees in those skills most necessary to the national defense picture. The enrollees sent to these camps would spend all their time in training for jobs in such industries as aviation and automotive mechanics, ship-building, and such other fields as are felt of primary importance in national defense. The work program would, for the present, be discontinued in these camps. In that way a larger number of enrollees could complete the courses in a shorter time and become available for defense industries.

This new training program, if approved by Congress and the President, would be carried on in addition to the regular training now received by enrollees. We would continue our on-the-job training, the evening classes in camp, and the national defense vocational courses conducted in cooperation with the U.S. Office of Education and State boards of vocational education. The enrollees sent to the special full-time training camps would first be given the basic CCC training in a regular work camp for such period of time

as seems advisable. They would be selected and assigned in accordance with their talents and ambitions.

Intensified Training Program

The need for an intensified training program is evidenced by the demand of employers in vital national defense industries for CCC-trained workers. Aircraft plants, making the war planes upon which both the United States and Great Britain depend, have been among the most insistent upon CCC training for the new men they hire. Their appreciation of CCC training is best shown by the response of employers to an aviation mechanics training course offered at Camp SCS-11, Vista, Calif. This course was established in September 1939. More than 200 men have since been graduated after a 200-hour training course and were immediately employed by west coast aircraft firms. One company since has asked the corps to set up similar training centers near new aircraft plants it is building throughout the country. Recently, the personnel director of another aircraft company wrote to the Director of CCC Camp Education advising him that he was touring the Middle West in search of 5,000 workers. By next March, he said, the company would need 35,000 new men and he saw no reason why 80 percent of them should not come from the ranks of the CCC.

It might seem logical that the CCC would immediately enroll boys and send them at once to the special schools. But there is a definite reason why this will not be done—that each boy will be made first to “prove” himself in a regular camp. The backbone of the entire CCC training program since it began has been the on-the-job experience. There the enrollee learns good work habits, industrial safety practices, how to use and care for machinery and tools. He conditions himself physically by that old-fashioned but effective method—work. It is this experience that makes the CCC training program differ somewhat from those of vocational schools and other training agencies. We have found that this training is equally important to employers as training in special skills.

Statistics Are Evidence

Within the corps itself there is now going on an intensive training program. Nearly 45,000 enrollees are taking or have completed national defense vocational courses in cooperation with the U. S. Office of Education and the State boards of vocational education. On the work projects we will train this year approximately 60,000 drivers of trucks, tractors, and other automotive units, 15,000 automotive mechanics, 60,000 road construction and maintenance men, 7,500 bridge builders, and 8,000 blasters, to name a few of the specialties. In camp administration, we will train an estimated 20,000 in 176 special CCC schools, including 6,500 cooks and bakers, 3,200 automotive mechanics specialists, 2,500 radio operators and maintenance men; 5,000 company clerks, and 2,800 junior camp officers.

Other vocational training is given in the regular camp after-work classes in subjects related to the work project. During the last fiscal year, more than 90,000 men completed course units in the camp classrooms and shops in such subjects as equipment operation, auto mechanics, woodworking, cooking and baking, mess management, radio operation, welding and metal work, surveying, photography, electricity, blueprint reading and occupations related to the aircraft industry. All enrollees are taking the basic 24-hour Red Cross first-aid course. All junior enrollees take 15 minutes of calisthenics each morning. They are trained in labor safety methods. About 10,000 illiterate enrollees are taught to read and write each year, 5,000 others complete grade school, 1,000 earn high-school diplomas, and about 100 complete college courses leading to degrees.

Coordinated in Each Camp

On the surface, the varied training activities of the Civilian Conservation Corps may appear as a hodgepodge. But such is not the case. It is true that the CCC program is a radical departure from the more formal methods of education, but it is coordinated in each camp under the camp education committee, composed of the camp commander, the educational adviser, and the project

superintendent. This coordination is carried on up through the various administrative divisions to the top coordinating agency in Washington, composed of a three-man professional committee, with the Director of CCC Education as chairman and the Supervisors of Project Training in the Departments of the Interior and Agriculture as members. Their training plans are given the weight of authority through approval by the administrative committee, composed of the members of the CCC Advisory Council from the Departments of War, Interior, and Agriculture.

Training Policy

In a recent restatement of the CCC training policy, the specific objectives were listed as follows:

The CCC can build strong, healthy bodies.

The CCC can train men to live, work, and play together.

The CCC can develop and widen the mental horizons of the men.

The CCC can teach men good work habits, the dignity of labor, the meaning of a day's work.

The CCC can help men discover their vocational or professional aptitudes, and to develop the necessary skills for entrance into employment.

The CCC can develop an understanding and appreciation of our form of Government, and the opportunities and responsibilities of citizenship.

The CCC can promote high standards of moral conduct.

No one CCC enrollee—indeed, no single CCC camp—can embrace all the fields that are covered in the corps training program. To do so would be like a university student attempting to get degrees in law, engineering, divinity, medicine and commerce all in the same year. Every effort is made to direct the energies of the individual enrollee into those fields for which he is best suited. Hundreds of thousands of vocational guidance interviews are held each year so that the camp officials charged with administration of the training program can discover where each enrollee's talents lie. An enrollee with a

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The National Citizenship Education Program

by William F. Russell, Dean of Teachers College, Columbia University, Director

★★★ The registration carried out last year by the Department of Justice through the various post offices revealed that there are almost 5 million persons in the United States who are citizens or subjects of some foreign power. This does not mean that they may not be good Americans. In fact, they may be better Americans than many who are born here or who were naturalized many years ago. But a preliminary account revealed that about one in six signed his name with a cross, indicating that he could not write; and about 1,750,000 have applied for citizenship.

Now, there is nothing new in education for citizenship. The Immigration and Naturalization Service, formerly in the United States Department of Labor and now in the Department of Justice, has long concerned itself with helping the applicant for citizenship to secure a better understanding of the English language and a better knowledge of the principles of our form of government. Applicants have been referred to the public schools. They have been given textbooks to study, and, as a part of the process of naturalization, each applicant has had to pass an examination. The courts and the machinery of the courts have long operated to improve the quality of our citizenship.

In addition the public schools have done significant work in educating for citizenship. Many States and many cities have held evening classes. Continuously better programs have been evolved. This form of adult education has been steadily improved and extended.

The Work Projects Administration has had a Nation-wide program of helping the noncitizen to prepare for naturalization. Unemployed and needy persons qualified to teach have been enabled to teach by the WPA, and some of these teachers have been teaching citizenship. Thousands of classes in this field have been held. Textbooks have been worked out and teaching ma-

terials have been prepared and provided by many of the cities and States in connection with the educational program of the WPA. There have been institutes and other short courses to help teachers learn to teach better; to refresh their knowledge; and supervisors to help them in the classroom.

Thus the Immigration and Naturalization Service of the United States, the WPA, the public schools, and all other local agencies and sponsors of adult education, have long worked on a program of educating the noncitizen. They now have a chance to work together and to do better and on a more extensive scale what they have been trying to do in the past for the noncitizen.

National Advisory Board

Attorney General Francis Biddle recently announced appointment of a National Advisory Board and the creation of the National Citizenship Education Program sponsored by the Immigration and Naturalization Service and financed by \$14,000,000 of WPA funds. The purpose of the program is stated as follows:

A. To provide assistance to the co-operating agencies specified in the Nationality Act of 1940, the Immigration and Naturalization Service of the Department of Justice, and the State and local boards of education in making available to applicants for naturalization, facilities to prepare them for citizenship duties and responsibilities.

B. To (1) organize, teach, and supervise classes in citizenship for the foreign-born; (2) assist in preparing, reproducing, and distributing teaching materials, lesson plans, and other instructional aids to naturalization classes; (3) organize and direct pre-service and in-service training programs for teachers employed on this project; (4) assist local cosponsoring agencies in any other educational programs for groups of the foreign-born seeking help to a better understanding of the English language and of the principles of our

form of government; (5) furnish clerical and stenographic assistance to the successful operation of this project.

The chairman of the board is Earl G. Harrison, former Director of Alien Registration, who directed the registration last year of all noncitizens in the United States. Appointed to represent the Department of Justice on the five-man board are Dr. Marshall E. Dimock, Associate Commissioner of the Immigration and Naturalization Service; and Dr. Henry B. Hazard, Director of Research, Information and Education, who for many years has directed citizenship projects for the service. Appointed to represent the Work Projects Administration of the Federal Works Agency are Walter H. Brummett, Jr., Executive Assistant in the Community Service Division and Walter M. Kiplinger, Director of Public Activities Programs for the same division. In addition, the program will operate in close liaison with Commissioner John W. Studebaker and the U. S. Office of Education, Federal Security Agency. Dr. L. R. Alderman who is returning to the Office of Education will meet with the National Advisory Board.

I have been granted temporary leave from the administration of Teachers College, Columbia University, and have accepted the post of Director. Headquarters is in the U. S. Office of Education, Washington, D. C.

State Councils

The National Citizenship Education Program plans to work through the States and local educational authorities. It will assist them in securing materials and teachers, it will give advice based upon research, and it will supply, to a certain degree, technical and expert service. It plans to do all that it can to assist the speedy extension of this educational program in citizenship which is of the highest importance to the welfare of our country, and which is close to the heart of the educational program.

Each State has been requested to set up a council on education for citizenship, including in its membership representatives of the Immigration and Naturalization Service, the WPA, and the State department of education.

Furthermore in each State the State department of education and the State administration of the WPA have been asked jointly to select and appoint a State director of the National Citizenship Education Program. The WPA will furnish some of the teachers and administration; the Immigration and Naturalization Service can furnish materials; and our organization in Washington working with both has the address of every noncitizen, has contact with every WPA office, has a relation with every educational authority and will assist in the recruiting of those who will attend classes, those who will teach, and it will try to assist in the preparation and selection of good books and other teaching materials, and help the teachers teach better.

Staggering Task

The educational task of helping 5 million noncitizens to become citizens, or even of helping 1,750,000 of them is staggering. There are not enough teachers of citizenship on the WPA rolls to do the job. Even if all needy out-of-work teachers could be transferred to this there would not be enough. And in the areas which are busy on war orders, where the great bulk of the noncitizens live, there are the fewest unemployed teachers.

Highest Importance

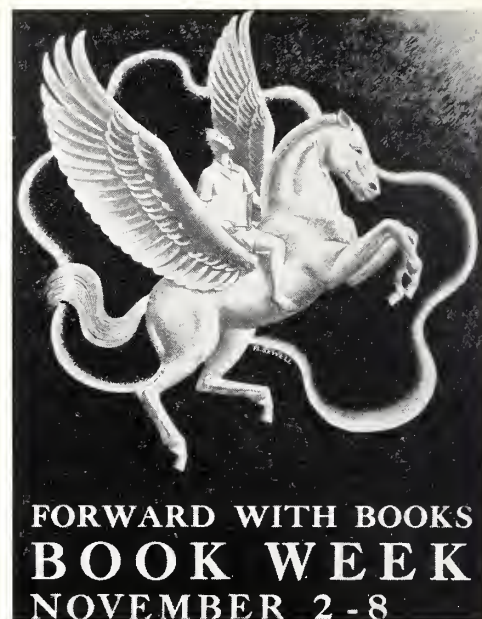
Therefore it seems apparent that after all that our public schools normally do has been done; after all the ordinary work of the Immigration and Naturalization Service has been accomplished; and after the WPA has put its whole organization to work; still the task will be only partially accomplished. We shall have to call upon all American citizens generally to volunteer. Noncitizens will need to be visited in their homes and urged to attend class. Private citizens will need to volunteer to teach classes. The great lay organizations will need to intensify their efforts.

Children's Book Week

November 2-8

Forward With Books is the challenging slogan for the 1941 observance of Book Week. Educators, librarians, scoutleaders, booksellers, and publishers cooperate in this Nation-wide program which is planned to demonstrate the importance of books in the lives of children.

Information may be obtained from the Headquarters of Children's Book Week at 62 West 45th Street, New York City.



The foreign language press must help, and the foreign language associations join in it; churches must extend their efforts. What we shall need is a great voluntary cooperative effort by all Americans.

For this problem of educating the citizen, whether he was born here or not, whether he has gone through the process of naturalization or not, is of highest importance to the welfare of our country.



CCC

(Concluded from page 29)

flair for automotive mechanics obviously would be wasting his and the instructor's time taking a course in cooking. But he would find extremely useful such courses as safety training, first aid, use and care of tools, welding, elementary electricity, and a general course in automotive mechanics. The boy who wanted to be a cook and, eventually, a mess steward, probably would also study safety and first aid, but his other courses cover bookkeeping, food purchasing, meat, and other food testing for quality, dietetics, meat cutting, sanitation, and preparation and service

of food. An enrollee interested in construction work would want to take courses in surveying, mathematics, map reading, or other courses which would be of value to him on a road or bridge construction job.

Continuous Enrollment

The rapid turn-over of men in the CCC as a result of the industrial pick-up has resulted in vacancies in the ranks of the corps, open to youths between the ages of 17 and 23½. In order to assure a corps operating at or near a fixed level, certain changes have been made in enrollment regulations. Formerly, we enrolled four times a year for periods of 20 days each 3 months. At the end of the 3-month period, however, the corps would be well below average strength. To solve this, we now have inaugurated continuous enrollment. Thus a boy can enter the corps at any time for a 6-month term of service. To facilitate further the enrollment process, it is now possible for a boy to enroll at any CCC camp as well as at local CCC selecting offices, which usually are located at the local welfare office. Formerly, only the selecting offices handled enrollments. We hope, by these changes, to maintain a fairly level camp strength and thereby be able to carry on a more efficient operating program.

Educational Measures Before the 77th Congress, First Session, 1941

by *Ward W. Keesecker, Specialist in School Legislation*



More than 125 measures pertaining to education have been introduced in the first session of the Seventy-seventh Congress. Apparently in no previous single session of Congress have so many educational bills been introduced. While many educational bills go into the "congressional hopper," very few of them are enacted into law.

The U. S. Office of Education does not have copies of congressional bills for distribution. However, anyone wishing to obtain a copy of any bill referred to in this article may, as a rule, obtain a copy by writing to the House Document Room, Capitol Building, Washington, D. C.

This first installment contains digests of educational bills introduced in the House of Representatives. The next issue of *SCHOOL LIFE* will contain digests of Senate bills relating to education.

For the convenience of the reader a topical index is given herewith.

PART I—HOUSE BILLS

- 1—*H. R. 7 (Mr. Disney)*: To establish in the District of Columbia a National Academy of Public Affairs, under a board of supervisors composed of the Secretaries of State, Treasury, Interior, Commerce, Agriculture, and Labor, to train men and women for diplomatic and administrative service in national and international affairs, whose graduates shall have a civil-service status with all rights under the retirement laws of the United States. Under this bill each congressional district shall have one student in the academy appointed by the Congressman; each State shall have two students appointed by the Senators; and the President may appoint 50 at large from the District of Columbia and Puerto Rico. Would appropriate \$5,000,000 for the purchase of site and erection of buildings. (Referred to Committee on Education.)
- 2—*H. R. 71 (Mr. Elliott)*: This bill provides that out of funds now or hereafter available to the Department of Agriculture for the construction or operation of migratory labor camps the Secretary of Agriculture may afford assistance to political subdivisions or other local public agencies pro-

viding public educational services for residents of such migratory labor camps. (Referred to Committee on Agriculture.)

- 3—*H. R. 106 (Mr. Lanham, by request)*: To aid engineering and industrial research in connection with colleges and schools of engineering in the several State and Territorial universities and colleges. Such aid to be administered by the Secretary of Commerce. (Referred to Committee on Interstate and Foreign Commerce.)
- 4—*H. R. 163 (Mr. Voorhis)*: To promote international understanding in the Americas by mutual exchange of students between the various Republics and to appropriate \$1,000,000 annually for this purpose. To be administered by a board of trustees consisting of 7 outstanding citizens appointed by the President. (Referred to Committee on Education.)
- 5—*H. R. 600 (Mr. McGranery)*: To establish a Division of Fine Arts in the Office of Education to collect information and conduct surveys relating to education in the fine arts, including music, art, and dramatic art, and speech, and to disseminate information relating thereto as well as promote and develop the esthetic phases of education and cultural activities among the people. This bill would appropriate \$100,000 annually for the maintenance of the Fine Arts Division. (Referred to Committee on Education.)
- 6—*H. R. 623 (Mr. Randolph)*: To amend the act of June 20, 1936, authorizing the operation of vending stands in Federal buildings for the blind. This bill would provide for the purchase, installation and maintenance of equipment under the supervision of the Commissioner of Education, and would appropriate funds to enable each State to establish and extend employment services to blind persons under plans to be submitted by the State and approved by the Commissioner, such plans to embody certain standards specified in the bill. (Referred to Committee on Labor.)
- 7—*H. R. 631 (Mr. Randolph)*: To establish within the borders of the United States a National University of Government under a board of supervisors composed of the President, the members of his Cabinet, the President of the Senate, the Speaker of the House of Representatives, the Chief Justice of the Supreme Court, and the President of the American Bar Association. This bill would provide scholarships: Two each appointed by the governors of each State; 2 each appointed by the United States Senators and Members of the House of Representatives; 2 selected by the Committee for the District of Columbia; 1 each appointed by the mayor of each city in the United States having a population of 5,000 or over; and 50 selected at large by the Board of Supervisors. (Referred to Committee on Education.)

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8—*H. R. 958 (Mr. Angell)*: To provide for the education of all types of physically handicapped children under the administration of the United States Commissioner of Education. This bill would appropriate \$11,580,000 annually for allotment to the States as follows:

(a) To each State \$40,000 (not required to be matched) for use in establishing, extending, and improving services for educating physically handicapped children.

(b) The sum of \$9,000,000 to the States on the basis of the ratio of the number of their inhabitants 5 to 20 years, inclusive, bears to the total number of inhabitants aged 5 to 20 of all the States, to be used for paying the cost for the education of physically handicapped children over and above the cost of educating physically normal children: *Provided*, That an equal amount is expended by the State or subdivisions thereof for the said purpose.

(c) The sum of \$500,000 to the Office of Education for the purpose of making studies, investigations, and paying the salaries of officials necessary in carrying out the provisions of this measure.

Under this measure each State would be required to submit to the Commissioner of Education for his approval a State plan for service for educating physically handicapped children. The said Commissioner is authorized and directed to formulate policies and minimum standards governing the administration of this measure. (Referred to Committee on Education.)

9—*H. R. 1002 (Mr. Randolph)*: To provide that all enrollees in Civilian Conservation Corps Camps receive instruction in military tactics and drill for 8 hours each week. (Referred to Committee on Labor.)

10—*H. R. 1044 (Mr. Randolph)*: To provide educational opportunities for District of Columbia children of soldiers, sailors, and marines who were killed or died as a result

- of service in the military or naval forces of the United States during the World War. (Referred to Committee on the District of Columbia.)
- 11—*H. R. 1070*—(Mr. Randolph): To promote, under the administration of the United States Office of Education, the general welfare through the appropriation of funds to States and Territories for the establishment and development of a program for adult civic education, the removal of illiteracy, naturalization education, and public-affairs forums. This bill would appropriate for the fiscal year ending June 30, 1942, \$5,000,000 and annually thereafter for 3 years a sum to be determined by Congress not to exceed \$10,000,000 per annum, to be used in cooperating with the States and/or local school districts in paying the salaries and expenses of the State counselors and local school supervisors, to pay directors and forum leaders: Provided, that the States and/or local districts shall be required to match with State or local funds or both 25 percent of the Federal funds appropriated for this purpose. (Referred to the Committee on Education.)
- 12—*H. R. 1074* (Mr. Schwert): To promote national preparedness and national welfare through appropriation of funds to assist States in making adequate provision through public schools for physical education, school facilities, and the development of school camps. This bill would appropriate for physical education, guidance in healthful living, and wider recreational use of school facilities: For the fiscal year ending June 30, 1941, \$50,000,000, to be increased by \$10,000,000 annually for 5 years, when the annual sum shall be \$100,000,000, and annually thereafter. The bill would also appropriate for school camps an equal amount, beginning with the fiscal year June 30, 1941, \$50,000,000, to be increased in 5 years to \$100,000,000 annually. From the sums appropriated under this measure the Commissioner of Education shall annually apportion to each State an amount which bears the same ratio to the total amount made available as the ratio of the number of children 5 to 20 years of age, inclusive, in the State bears to the total number of children 5 to 20 years of age, in all States. The sums to be appropriated are to be allotted to the States without respect to expenditures by States and local subdivisions for the programs indicated during the first 3 years, but beginning with the fiscal year ending June 30, 1944, the State and local districts shall contribute an amount equal to 10 percent of the funds allotted under this measure, 20 percent for the fiscal year ending June 30, 1945, and 25 percent for each fiscal year thereafter. This bill would require legislative acceptance by the respective States and would provide for the submission of State plans to the Commissioner of Education. (Referred to the Committee on Education.)
- 13—*H. R. 1077* (Mrs. Smith): To authorize the Secretary of the Navy, in promoting nautical education, to furnish upon application in writing to a governor of a State a suitable vessel of the Navy with all of her apparel, charts, books, and instruction of navigation to be used for the benefit of any nautical school or school or college having a nautical branch. (Referred to Committee on Merchant Marine and Fisheries.)
- 14—*H. R. 1100* (Mr. Marcantonio): To provide vocational guidance training and employment for youth between the ages of 16 and 25 under the direction of a National Board of Directors composed of 9 members

- appointed by the President from names submitted to him by national, labor, youth, educational, civic, and social service organizations, and the President, with the advice and consent of the National Board of Directors, shall appoint a National Youth Administrator to carry out the provisions of this measure. This measure would establish a series of public works projects employment which shall be open to all young persons not otherwise employed, nor enrolled in a full-time course of study in any school, and who will be certified by the Social Security Board as having no other employment available within a reasonable distance from their homes. The Board of Directors is also authorized and directed to establish a system of academic work projects to be conducted in or near colleges or other institutions of higher learning. This bill would appropriate \$500,000,000 for carrying out its provisions. (Referred to Committee on Education.)
- 15—*H. R. 1605* (Mr. Geyer): To provide an additional Naval Academy in the Los Angeles harbor area. Would appropriate \$10,000,000 for purchasing of site and erection of buildings and providing apparatus. (Referred to Committee on Naval Affairs.)
- 16—*H. R. 1640* (Mr. Voorhis): To provide for the establishment of a Youth Reference Service in the Library of Congress for the purpose of providing bibliographical research and reference assistance to interested persons and organizations with respect to the needs, problems, interests, activities, and attitudes of young people in America. (Referred to Committee on the Library.)
- 17—*H. R. 1798* (Mr. Sutphin): To provide for a survey of the physical education resources existing within the United States now in use as outdoor recreative and competitive areas, gymnasias, stadia, swimming pools, parks, and so forth. (Referred to Committee on Education.)
- 18—*H. R. 1825* (Mr. Boland): Similar to H. R. 958 above listed. (Referred to Committee on Education.)
- 19—*H. R. 2100* (Mr. Tolan): To enable each State to extend its service of vocational rehabilitation to disabled persons through vocational training in a sheltered work project by the appropriation of \$3,100,000 annually to be made available to the States which have submitted and have had approved by the Commissioner of Education State plans for such services. The said sum shall be allotted to the States in the proportion to which their population bears to the total population of the United States. This measure would grant the sum of \$50,000 to the United States Office of Education for making studies and reports pursuant to its provisions and for paying the salaries of officers and necessary administrative expenses. (Referred to Committee on Education.)
- 20—*H. R. 2243* (Mr. Case): To increase the number of cadets at the United States Military Academy by providing an appointment for each congressional district on the basis of competitive examination for sons of persons on active duty or with honorable separation from the Military or Naval Service. (Referred to Committee on Military Affairs.)
- 21—*H. R. 2250* (Mr. Costello): To provide for an additional Military Academy in the southern district of the State of California and would appropriate \$10,000,000 for acquisition of site and erection of buildings and providing equipment. (Referred to Committee on Military Affairs.)

- 22—*H. R. 2278* (Mr. May): To amend the National Defense Act so as to increase the number of enlisted men of the Regular Army who may be detailed as students at educational institutions from $\frac{1}{2}$ of 1 percentum to 2 percentum. (Referred to Committee on Military Affairs. Reported back. Laid on Table—S. 164 passed in lieu.)
- 23—*H. R. 2324* (Mr. Williams): To authorize the Secretary of the Interior to erect and equip a building on the campus of the School of Mines and Metallurgy, at Rolla, Missouri, suitable for use by the Bureau of Mines for the mining experiment station at Rolla, at a cost not to exceed \$300,000. (Referred to Committee on Mines and Mining.)
- 24—*H. R. 2478* (Mr. Vinson of Georgia): To authorize postgraduate instruction for civilian employees of the Naval Establishment. (Referred to the Committee on Naval Affairs.)
- 25—*H. R. 2509* (Mr. Isaac): To increase the number of midshipmen allowed at the United States Naval Academy appointed at large. (Referred to Committee on Naval Affairs.)
- 26—*H. R. 2515* (Mr. Isaac): To increase the number of cadets at the United States Military Academy to six candidates for each Representative in Congress. (Referred to the Committee on Military Affairs.)
- 27—*H. R. 2608* (Mr. Tolan): To provide for an additional Naval Academy in the San Francisco Bay area and to appropriate \$10,000,000 for the purchase of a site, erection of buildings, and providing equipment therefor. (Referred to Committee on Naval Affairs.)
- 28—*H. R. 2692* (Mr. Green): To aid in measures for national defense by the development and testing of new devices and materials and to increase industrial employment and national prosperity by aiding and promoting research in the engineering experiment stations connected with colleges and schools of engineering; to be administered by the Secretary of the Interior. (Referred to the Committee on Interstate and Foreign Commerce.)
- 29—*H. R. 2794* (Mr. Shanley): To authorize the appointment to the United States Military Academy and the United States Naval Academy of sons of soldiers, sailors, and Marines who were killed or who have died of wounds received, or disease contracted in line of duty, during the World War. (Referred to the Committee on Military Affairs.)
- 30—*H. R. 2831* (Mr. Magnuson): To provide for an additional Naval Academy in the Puget Sound area in the State of Washington and to appropriate \$10,000,000 for the purchase of a site, erection of buildings, and equipment. (Referred to Committee on Naval Affairs.)
- 31—*H. R. 2854* (Mr. Freeland): To incorporate the American International Academy in Washington, D. C., the object and purpose of which shall be to develop culture in the branches of science, arts, and letters, and for any and all purposes thereunto relating, to establish liberal educational benefits for the people, and especially, but not exclusively, in relation to international affairs, and to develop a better international understanding in the Americas through a medium of international memberships in a nonpolitical and entirely independent academic institution. (Referred to Committee on the Judiciary.)

- 32—*H. R. 3131 (Mr. Izac)*: To provide for a Naval Aeronautical Academy in the San Diego Bay area and to appropriate \$5,000,000 for the purchase of site, erection of buildings, and equipment. (Referred to Committee on Naval Affairs.)
- 33—*H. R. 3132 (Mr. Larrabee)*: To establish a Division of Aviation Education in the United States Office of Education to conduct research and studies with respect to means and methods of promoting and carrying on education in aviation, etc., under the general supervision of the Commissioner of Education who is authorized to select a committee of not to exceed 15 members for the purpose of obtaining advice with respect to programs of aviation education. Would appropriate \$45,000 annually to carry out the provisions of this measure. The Commissioner of Education shall perform the functions assigned him by this act under the direction and supervision of the Federal Security Administrator. (Referred to Committee on Education.)
- 34—*H. R. 3156 (Mr. Downs)*: To provide military training for members of Civilian Conservation Corps. (Referred to Committee on Labor.)
- 35—*H. R. 3157 (Mr. Downs)*: This bill would provide for the fingerprinting of every person residing in the United States within 60 days after its approval and it would also require the superintendent of schools of every primary or grade school in the United States, whether public, parochial, or private, to advise the Director of the Federal Bureau of Investigation, Washington, D. C., of the number of children attending such school and the Director shall make arrangement with each superintendent of schools to have the fingerprinting record of such school children made at the school building. (Referred to Committee on the Judiciary.)
- 36—*H. R. 3158 (Mr. White)*: To increase to 10 years the period for which leases may be made of public lands granted to the State of Idaho for educational purposes by act of July 3, 1890. (Referred to Committee on the Territories.)
- 37—*H. R. 3263 (Mr. Richards)*: Would require that enrollees in Civilian Conservation Corps be given instruction in military tactics and drill for 6 hours during each week. (Referred to Committee on Labor.)
- 38—*H. R. 3299 (Mr. Cole) and H. R. 3300 (Mr. Fish)*: To establish a Civilian Glider Pilot Training Division in the Civil Aeronautics Administration, to sponsor the formation of glider clubs in high schools, colleges, and universities by furnishing information with respect to the organization, financing, and operation of such clubs, etc., and to appropriate \$5,000,000 therefor. (Referred to Committee on Interstate and Foreign Commerce.)
- 39—*H. R. 3366 (Mr. Lea)*: To promote industry and commerce through research in physical sciences by authorizing the Secretary of Commerce, through the Bureau of Standards, and the universities and colleges and nonprofit agencies research in the fields of physics, chemistry, metallurgy, and engineering. Would appropriate \$1,000,000 for the fiscal year ending June 30, 1941, and for each year thereafter such sums as may be necessary. This bill provides that 50 percent of the sums appropriated shall be available for allotment by the Secretary of Commerce, subject, however, to certain limitations. (Referred to Committee on Interstate and Foreign Commerce.)
- 40—*H. R. 3386 (Mr. Randolph)*: This bill would authorize the Civil Aeronautics Administration to train civil glider pilots or to conduct programs for such training, including the formation and sponsoring of glider clubs throughout the nation as well as by studies and researches as to the most desirable qualifications for glider pilots. (Referred to Committee on Interstate and Foreign Commerce.) (See H. R. 3299, also pertaining to civil glider pilots.)
- 41—*H. R. 3460 (Mr. Robinson)*: To improve the general economic welfare of the country by establishing and coordinating business research; to provide aid and assistance in business by providing facilities for research into their problems; and to provide for the development of business research stations in the various States and territories; to cooperate in the Department of Commerce in research activities designed to improve the general economic welfare and to be of direct value to business enterprise. To appropriate \$3,100,000 annually for this purpose. (Referred to Committee on Interstate and Foreign Commerce.)
- 42—*H. R. 3463 (Mr. Voorhis of California)*: To promote the national health and welfare by providing in Federal health service through maintenance of adequate hospital facilities and for the prevention, education, and control of tuberculosis. (Referred to Committee on Interstate and Foreign Commerce.)
- 43—*H. R. 3570 (Mr. Lanham)*: To authorize an appropriation of \$150,000,000 for providing additional community facilities made necessary by national defense activities. While this bill does not specifically mention school facilities, it is designed to assist in providing such facilities in areas in which national defense industries have created a shortage of school facilities. (Referred to Committee on Public Buildings and Grounds. Superseded by H. R. 4545.)
- 44—*H. R. 3635 (Mr. Izac)*: To increase the number of midshipmen at the United States Naval Academy. This bill would provide that there shall be six midshipmen for each representative in Congress. (Referred to Committee on Naval Affairs.)
- 45—*H. R. 3957 (Mr. Cannon of Florida)*: To provide for the establishment of a Pan American Center at Miami, Florida, for the coordination of commercial and cultural relations between the American republics. This bill would authorize to be appropriated \$10,000,000 for the original establishment of said center, and not to exceed \$1,000,000 annually for its operation and maintenance. (Referred to Committee on Foreign Affairs.)
- 46—*H. R. 4163 (Mr. Hartley)*: To provide for a permanent postage rate of 1½ cents per pound on books. (Referred to Committee on the Post Office and Post Roads.)
- 47—*H. R. 4138 (Mr. Fulmer)*: To authorize additional appropriation to provide for the further development of cooperative agricultural extension work. (Referred to Committee on Agriculture.)
- 48—*H. R. 4162 (Mr. Hébert)*: To provide for the establishment of a Pan American center at New Orleans, La., for the commercial and cultural relations between the American republics and for other purposes. (Referred to Committee on Foreign Affairs.)
- 49—*H. R. 4190 (Mr. Kramer)*: To provide for the establishment of a Coast Guard Academy in southern California and to authorize an appropriation of not to exceed \$2,000,000 for the acquisition of a site and construction and equipment of buildings therefor. (Referred to Committee on the Merchant Marine and Fisheries.)
- 50—*H. R. 4349 (Mr. Randolph)*: To amend the act approved June 20, 1936, relating to the economic opportunities of the blind and to authorize the Commissioner of Education to establish and provide courses of training by which blind persons may be qualified as placement agents for the blind when such trainees are under contract of employment with an agency for the blind; to provide that all equipment required for the purpose of maintenance of vending stands on Federal property shall be installed and maintained by the Office of Education; and to appropriate \$300,000 annually to be used for making payments to the States which annually have submitted and had approved by the Commissioner of Education State plans for providing general employment service to all employable blind residents, provided that a similar amount of State money shall be expended for the same purpose; and for other purposes. (Referred to the Committee on Labor.)
- 51—*H. R. 4363 (Mr. Hunter, by request)*: To create a Department of Recreation for the District of Columbia, and to authorize the use of public school buildings and grounds therefor. (Referred to the Committee on the District of Columbia.)
- 52—*H. R. 4382 (Mr. Curtis)*: Same as H. R. 4103 above listed. (Referred to Committee on the Post Office and Post Roads.)
- 53—*H. R. 4387 (Mr. Michael J. Kennedy)*: To authorize the appointment of midshipmen to the United States Naval Academy from the Irish Free State. (Referred to Committee on Naval Affairs.)
- 54—*H. R. 4388 (Mr. Michael J. Kennedy)*: To authorize the appointment of cadets to the United States Military Academy from the Irish Free State. (Referred to Committee on Military Affairs.)
- 55—*H. R. 4393 (Mr. Tolan)*: To amend the act establishing the Civilian Conservation Corps camps to provide that any project may be terminated and be supplanted by a vocational training program. (Referred to Committee on Labor.)
- 56—*H. R. 4418 (Mr. Faddis)*: To amend the Selective Training and Service Act by exempting all medical and dental students at recognized schools from training and service. (Referred to Committee on Military Affairs.)
- 57—*H. R. 4451 (Mr. Green)*: To aid in measures for national defense by the development and testing of new devices and materials and to aid in promoting research and training of research workers in the engineering experiment stations connected with colleges and schools of engineering. (Referred to the Committee on Interstate and Foreign Commerce.)
- 58—*H. R. 4492 (Mr. Coffey of Washington)*: To provide for the establishment of a Pan American Center at Tacoma, Wash., for the coordination of commercial and cultural relations between the American republics. (Referred to Committee on Foreign Affairs.)
- 59—*H. R. 4530 (Mr. Fulmer of California)*: To promote the national defense and preparedness through the further development of the 4-H Clubs and other extension work with rural youths. (Referred to Committee on Agriculture.)
- 60—*H. R. 5134 (Mr. Voorhis of California)*: To promote international understanding in the Americas by a mutual interchange of

students between the various sovereign nations. This bill would authorize an appropriation of \$1,000,000 annually for promoting an exchange of students between the United States and the other American nations, such amount to be administered by a board of trustees. (Referred to Committee on Education.)

61—H. R. 4545 (Mr. Lanham): To provide for the acquisition and equipment of public works made necessary for the defense program. This bill would appropriate \$1,500,000 for public works necessary for carrying on community life "devoted primarily to schools, water works, works for the treatment and purification of water, sewers . . . public sanitary facilities, hospitals and other places for the care of the sick, recreational facilities, and streets and access roads." This bill would authorize Federal loans or grants or both to public and private agencies for public works and equipment therefor upon such terms and in such amounts as the Administrator of Public Works may consider to be in the public interest. Public Law No. 137.

62—H. R. 4614 (Mr. Randolph): To amend an act for the Retirement of Public School Teachers in the District of Columbia. Would permit teachers to retire at 62 years of age, and also to authorize certain teachers to retire after 25 years of service. (Referred to the Committee on the District of Columbia.)

63—H. R. 4688 (Mr. Marcantonio): To provide a Nation-wide system of social security and a guaranteed minimum family income, to establish a program of Federal public works and services. This bill, among other things, would authorize an annual appropriation of \$800,000,000 for construction of rural and urban school-houses, playgrounds, recreational centers, and other facilities of a similar nature; \$500,000,000 for training of youth and retraining of persons formerly engaged in trades and occupations in which opportunities for employment have been partly or entirely eliminated; and also \$500,000,000 for educational, cultural, art, and recreational service projects. (Referred to Committee on Ways and Means.)

64—H. R. 4695 (Mr. Thomas of Texas): To enable school districts in which real estate has been acquired by the United States for national defense purposes to maintain school facilities and other school essential services and to pay principal and interest on bonded indebtedness. (Referred to Committee on Public Buildings and Grounds.)

65—H. R. 4761 (Mr. Ellis): Same as S. 1313, by Mr. Thomas of Utah, for himself and Mr. Harrison. (Referred to Committee on Education.)

66—H. R. 4815 (Mr. Voorhis): To provide scholarships at the Canal Zone Junior College for students from Latin-American Republics. (Referred to Committee on the Merchant Marine and Fisheries.)

67—H. R. 4863 (Mr. Curtis): To make available to Members of the House of Representatives additional copies of the daily edition of the *Congressional Record* for distribution to public libraries and also to all public and private high schools (one copy for each 200 students or fraction thereof). (Referred to Committee on Printing.)

68—H. R. 4874 (Mr. O'Brien of Michigan): To provide for construction needed to strengthen national defense and to promote the economic security by the establishment

of a permanent planned works program under the direction of the "General Employment Administration" to be established in the Federal Works Agency. This measure would provide useful work and opportunity for the utilization and preservation of health, skill, and morale of the workers (such work to include building of schools, homes, hospitals, roads, soil conservation projects, professional and service projects, etc.). (Referred to Committee on Labor.)

69—H. R. 4882 (Mr. Healey): To extend the Social Security Act to provide, among other things, for coverage of public employees by voluntary compacts between States or political subdivisions and the Social Security Board. Members of existing teacher retirement systems are exempt from the provisions of this bill. [This bill is the successor to S. 4269 of the 76th Congress by Senator Wagner.] (Referred to Committee on Ways and Means.)

70—H. R. 4889 (Mr. Kunkel): To authorize and direct the Secretary of War to pay to local school authorities reasonable charges for tuition in elementary schools furnished to the children of noncommissioned officers and enlisted men in the Army "who are residents of areas subject to the exclusive jurisdiction of the United States at which adequate elementary school facilities are not provided by the United States." (Referred to Committee on Military Affairs.)

71—H. R. 4926: Making appropriations for the Department of Labor, the Federal Security Agency and related agencies, Office of Education, etc. In addition to the regular amounts for education, this bill includes an appropriation of \$116,122,000 to the Office of Education to carry on education and training of national defense workers, said amount to be allocated in the following amounts:

\$52,400,000 for cost of vocational courses of less than college grade, plans to be approved by the Commissioner of Education.

\$20,000,000 for acquisition of equipment for carrying on defense training as courses above mentioned.

\$17,500,000 for cost of short courses of college grade designed to meet the shortage of engineers, chemists, etc.

\$15,000,000 for the cost of vocational courses of less than college grade for out-of-school youth who have reached the age of 17.

\$10,000,000 for the cost of vocational courses for young people employed on work projects of the National Youth Administration.

\$1,222,000 for the general administrative expenses necessary to carry on the educational program of defense workers. (Referred to Committee on Appropriations; enacted into Law, July 1, 1941, Public No. 146.)

72—H. R. 4928 (Mr. Fulmer): To aid the national welfare by promoting the nutrition, physical fitness, and morale of rural people through the further development of cooperative agricultural extension work; and would authorize an appropriation of \$10,000,000 annually therefor. (Referred to the Committee on Agriculture.)

73—H. R. 4958 (Mr. Lynch): To authorize an appropriation of \$10,000,000 to be expended by the United States Commissioner of Education for the purpose of providing "freshening up" courses in recognized vocational and trade schools for mechanics engaged in trades that are necessary for the national defense (available only for students who have had 5 years of experience at his trade). (Referred to Committee on Education.)

74—H. R. 4960 (Mr. Larrabee): To provide for the transfer of surplus personal property of the United States to certain schools conducting vocational or defense training courses. (Referred to Committee on Education.)



After Defense—What?

Emphasizing the necessity for immediate national attention to post-emergency planning, the National Resources Planning Board, in a pamphlet, *After Defense—What?*, expresses the view that "energetic and intelligent teamwork will make it possible for us to move from defense to peace while maintaining full employment" by increasing the national income, developing higher standards of living, and by planning "to make up-building America the keynote of the post-defense program."

Copies of this pamphlet may be had free of charge by writing to the National Resources Planning Board, Washington, D. C.

Still Available

The Superintendent of Documents, U. S. Government Printing Office, reports that there are still some copies available of the following publications:

BULLETIN 1937, NO. 32, LET FREEDOM RING, which is a series of 13 radio scripts, and BULLETIN 1937, NO. 33, LET FREEDOM RING, a manual for use with the radio scripts.

Copies of these publications may be obtained directly from the Superintendent of Documents. The price for No. 32 is 60 cents, and for No. 33, 20 cents.

New Government Aids

(Concluded from page 18)

● The Department of Agriculture in Farmers' Bulletin No. 1835, *Growing Buckwheat*, summarizes the latest information on the growing and the uses of buckwheat, one of the best grains crops for poor land. 5 cents.

● *Youth in Agricultural Villages*, the twenty-first in the series of Research Monographs prepared by the Works Progress Administration, analyzes in detail the mobility of village youth, their personal characteristics, school attendance and educational attainment, employment, their financial status, and social and recreational activities. Free.

War and Health

by James Frederick Rogers, M. D., Consultant
in Health Education

★★★ Wars have always been detrimental to national health but at the same time, they have been a stimulus to physical improvement. The health of a people should be of concern at all times but nations have taken a new interest in this matter in times of conflict.

Among the Greeks, whom we like to emulate, war was a constant menace, and with them physical care and training were correspondingly continuous. Following the outbreaks of more recent times there has been periodic agitation for physical education. After the Napoleonic wars elaborate systems of gymnastics were developed by the patriots of Germany, Sweden, and other continental countries. Because of the number of recruits rejected in the Boer War, England appointed a parliamentary committee to investigate the merits of the various systems of physical training then in vogue for school children.

In our own country the first law requiring physical education was passed immediately following the War between the States, in a State far removed from the scene of strife—California. With the World War physical fitness was again to the fore and there was much agitation for efforts to reduce, in succeeding years, the proportion of men unsuited for military service. Laws requiring physical education, which often included much more than the promotion of physical activities, were placed on their statutes by three-fourths of our States, and there was legislation in a larger number which permitted or required the medical examination of school children.

More fundamental for the production of physical perfection are good nutrition, protection against bacterial invasion, and the practice of personal hygiene and in recent years, these phases of physical welfare have been promoted to a considerable degree.

Present national stress stimulates to

renewed efforts for national (which means individual) fitness. This requires adequate teacher training for health education; the better management of school feeding; the development of medical and nursing services which, while broadly effective in a few States, are exceedingly spotty in others; provision for physical activity, and finally, competent supervision in all of these fields. We believe that educators will rise to the occasion and correct their shortcomings especially in high schools in which there is too often a glaring neglect of provision for health examinations and for health instruction.

Whether for war or for peace, physical and mental health should be our "first objective" not merely in theory but in fact.

Health Education

"At all stages of education the traditional 'three R's' must be rounded out with an 'H,' which stands for *Health*. And health education is more than the establishment of so-called health habits, like love for the tooth brush, fear and hatred for gin and whiskey. Education is more than habit formation, more than cerebral canalization to the centers for love and hate. Education means understanding. Health education means understanding the living body, the living machinery of man, the known causes of disease or ill-health, and the known ways of keeping fit. This is the contribution of the medical sciences to primary and general education in our democracy, as yet only partially either sensed or achieved. The imparting of the traditional three R's to youth is by the nature of the case largely a matter of dogma and drill. But dogma and drill are largely futile in health education. Health education cannot be achieved by the memory route, as can the alphabet, the multiplication table or the church catechism. Health edu-

cation involves the A B C's of science and the scientific method, both on the part of the teacher and the pupil, that is, controlled experimentation, rechecked observation, repeatedly verified cause and effect relations. It is the development of the skill in finding 'facts,' the use of reason based on facts rather than an exercise of faith based on unverified dogma."

The above paragraph is quoted from A. J. Carlson, in an article entitled "The Fundamental Sciences in Medical Progress," published in the *Scientific Monthly*, 50: 59-64, 1, 40.



Paper Shortage

According to the Office of Government Reports, OPM Production Division told paper manufacturers, at a meeting to discuss methods to forestall a paper shortage, that defense requirements for paper boxes, alpha cellulose, for powder making, and other products of the paper and pulp industry will increase consumption of the industry's products by 2,000,000 tons this year and an additional 2,000,000 tons next year, but there is no prospect of a shortage of newsprint. The industry's consumption of chlorine, a bleaching agent in paper processing, must be cut approximately 30 percent, OPM said.



Labor Laws for Women

The Women's Bureau of the Department of Labor, at the suggestion of the Vocational Division of the U. S. Office of Education, is compiling and issuing a series of mimeographed circulars on labor laws for women in each of the States. Summaries for Illinois and Massachusetts are now available. Copies for classroom use can be obtained free of charge from the Women's Bureau, Washington, D. C.

The series will include all important Federal and State labor laws for women: Provisions as to hours, wages, unemployment compensation, old-age and survivors' insurance, employers' liability, and rights and duties of employees.



THE VOCATIONAL SUMMARY

by C. M. ARTHUR, *Research Specialist, Vocational Division*



Defense Training Occupations Listed

The Advisory Commission to the Council of National Defense approved in July 1940 a list of industries in which training for national defense might be conducted and financed from Federal funds appropriated for defense training.

Experience with this list has indicated that occupations rather than industries are the appropriate units needed in planning and administering defense training.

With this in mind the U. S. Office of Education has issued a bulletin, *List of Occupations* which, as its title implies, contains a list of occupations approved by the Office of Production Management for vocational training courses for defense workers.

Part I of the bulletin contains an alphabetical arrangement of occupations with definitions; and part II a list of occupations arranged alphabetically by selected defense industries.

This publication may be secured from the U. S. Office of Education, Washington, D. C.

Louisiana Trains Water Workers

Municipal water supply operators, civic officials, and public health workers in Louisiana had an opportunity to brush up on their knowledge, or to acquire the latest information on water supply and purification at a series of nine conferences arranged by the division of trade and industrial education, State department of education, last year.

At these conferences, such subjects as methods of measurement, water supply calculation, characteristics of ground water and surface supplies, corrosion, hard water, chemistry of water treatment processes, laboratory tests and controls, sanitation and bacteriology, water treatment and pumping plant equipment, reservoirs, distribution systems, cross connections and back siphonage were discussed.

The conferences, which were held in 13 centers, each of which drew men from 10 different cities or towns, were conducted by A. A. Hirsch, specialist in water purification. As a result of the conferences, Mr. Hirsch has been called upon to visit different cities in the State to assist municipal water divisions in working out water purification problems.

Managing Editor for A. V. A.

Donald M. Cresswell, formerly publication information editor for the Pennsylvania Department of Public Instruction, has been appointed managing editor of publications for the American Vocational Association, whose offices are at 1010 Vermont Avenue, Washington, D. C. He will assist in the editing of the *A. V. A. Journal*, official publication

of the American Vocational Association, and other publications of the association, and will direct its publicity activities.

New Departments Planned

Indicative of recent activity in remodeling old buildings or constructing new buildings for home economics departments is the fact that the State supervisor of home economics education in Florida last year drew floor plans for 31 departments, showing arrangement of equipment and a recommended list of new or additional equipment.

Many of these departments have been remodeled from the traditional laboratory type. A few of them are new departments of one, two, or three rooms in the main school building. Some are cottage type departments, either a new cottage or an old home taken over by the school.

The supervisor plans the construction or remodeling of such departments with the director and architect or the director of the school building division of the State department of education. Some of the plans are drawn to scale by the school architect and blueprints are made and sent to the county superintendent of schools, school principals, and others concerned in the plans.

Student Instructor Plan Clicks

Results of the assistant instructor experiment tried out last year in connection with textile training classes in Georgia were satisfactory enough to warrant the continuance of the experiment this year.

These instructors, it should be explained, were selected from the most competent of the men enrolled for training in the classes and were used in classes considered too large for one instructor but not quite large enough to justify the employment of a second full-time instructor. The assistant instructor acts as an assistant to the regular instructor and is paid one-half the compensation allowed full-time instructors. The purpose of using assistant instructors is to provide help for the regular instructors and to train good prospects to the point where they will be able to assume full charge of a class.

Several of those employed last year in the evening textile classes qualified as regular instructors for the current year, and two of them were appointed to fill vacancies on the regular staff.

F. F. A. Convention Set

The fourteenth annual convention of the Future Farmers of America and the annual contests for vocational agriculture will be held at Kansas City, Mo., October 18-25, 1941.

F. F. A. convention activities will include, among other things, convention business, elec-

tion of officers for ensuing year, special radio broadcasts, band concerts, a parade, exhibits of agricultural products, an F. F. A. chapter scrapbook exhibit, banquets, awards to star farmers, F. F. A. chapter awards, State F. F. A. association awards, the national F. F. A. public-speaking contest, and various special day and evening programs.

Complete information concerning the convention activities, and the judging contests for students of vocational agriculture, both of which events are held in connection with the American Royal Livestock Show, is presented in Miscellaneous Circular No. 18, General Announcement National Convention of F. F. A. and National Contests for Students of Agriculture, U. S. Office of Education, Washington, D. C.

Present officers of the Future Farmers of America, which is the national organization of boys studying vocational agriculture in rural high schools, and which is sponsored by the Office of Education, are: President, Harold Pritchard, Bonnevill, Miss.; first vice president, Roy H. Hunt, Vine Grove, Ky.; second vice president, Frank Hill, Montgomery, Vt.; third vice president, Henrie LaMont Miller, East Manti, Utah; fourth vice president, James Harley Gunter, Jr., Conway, Tex.; student secretary, Earl Elmer Walter, Starkweather, N. Dak.; executive secretary, W. A. Ross, U. S. Office of Education, Washington, D. C.; national adviser, W. A. Spanton, U. S. Office of Education, Washington, D. C.; and treasurer, Henry C. Groseclose, Virginia Polytechnic Institute, Blacksburg, Va.

They Agree

Advisory committees in 18 cities in Ohio in which distributive education training programs were started last year were agreed that foundation courses for employees of small stores should include salesmanship, retail selling, psychology, or technique of selling. Largest enrollments were recorded in these three subjects. Next most popular subject for retail-store-employee courses was business speech or effective speech. Other courses in order of their popularity included textiles, fabric identification, merchandise subjects, and service.

Cooperating in the Ohio distributive education programs were State associations of restaurant owners, grocers, druggists, credit organizations, and dry cleaners, who appointed advisory committees and authorized them to suggest or to make outlines for courses of study and to assist in organizing classes.

Information concerning subjects to be included in courses was obtained through questionnaires sent to members of trade associations. Advisory committees met with the State supervisor of distributive education to assist

him in planning and putting the training into operation. Teacher-training classes for distributive education instructors, suggested by business executives and approved by local boards of education, were held in central cities in Ohio.

Fifty-two different businesses and occupations were represented in the distributive education classes started in the State during the year. Classes for homogeneous groups were conducted only in the larger cities.

Of Interest to Many Groups

Instructors of bricklaying apprentices will find comprehensive information concerning the uses of brick in practically every phase of building construction and suggestions for teaching the trade, in Vocational Division Bulletin No. 208, *Bricklaying*, published by the U. S. Office of Education.

The bulletin will be of value, also, to employers in the field of masonry construction, vocational teachers, engineers, and architects, and to manufacturers of and dealers in masonry materials. It discusses the organizing and planning of apprentice training; presents a classified analysis of the bricklaying trade; contains detailed information on courses of instruction and training in bricklaying; and outlines suggestions for instructors.

The appendices of the bulletin are devoted to special types of information. Included in this category are tables on quantities of materials necessary for clay products masonry construction; forms of apprenticeship agreements; forms of bricklayer apprentice applications; excerpts from specifications issued by United States Government construction departments applying to the use of structural clay products; a bibliography of publications and articles on bricklaying; and a list of associations and organizations concerned with bricklaying.

The Office of Education publication is replete with illustrations showing different types of brick construction for buildings of various kinds, doorways, chimneys, fireplaces, and for many other purposes.

Farm Machine Conscious

The shortage of competent farm labor is making farmers in many communities more farm machine conscious than they have been before.

Farmers who attend evening classes at the Minotola, N. J. High School, organized and carried on by Vocational Agriculture Instructor John W. Goodman, are doing more than think about this matter. They are actively discussing the possibility of cooperative ownership of machinery appropriate for use on fruit and vegetable farms. It was brought out in the discussion that the capital outlay necessary for such machinery as transplanters and sprayers, and the comparatively limited use to which they may be put on small farms, place them beyond the reach of most individual farmers. But it was brought out, in addition, that cooperative ownership

of farm machinery has been successfully carried out in a few cases and that this same cooperation could be effected in New Jersey if the time should come "when conditions on a number of farms in a community made it a real necessity, and it could be done now if small farm operators really set out to cut the ever-expanding overhead."

New Jersey farmers are pondering and discussing production and marketing methods, just as are farmers in other areas. But they are also trying to find answers to such questions as farm labor and farm management. And what better medium could be devised for discussion and consideration of such problems than the evening school for farmers?

Two Terms Required

There is more than meets the eye in the statement of the State board of control for vocational education in Michigan that "two terms of student teaching are required" in the home economics teacher-training course in the State.

"The successful teacher of homemaking," the Michigan board states, "needs to understand her students and the home conditions under which they live. Teacher education, therefore, has been broadened to provide a wide variety of experiences for every trainee. As an example of this 'wide variety of experiences' provided for prospective teachers the State Board of Control for Vocational Education cites the experiences of Rita Kasper whose goings and comings as a student teacher at Williamston are described pictorially and otherwise in a recent issue of *Michigan Vocational Outlook*, official organ of the board.

Here is a rapid-fire outline of Miss Kasper's goings and comings, as enumerated by the Michigan publication:

When first discovered by the photographer, who followed her in a round of several days' activities, she was conducting a marketing or shopping trip for her pupils. Later she assisted a "family" group in preparing a luncheon in a small kitchen, leaving this group to instruct a tenth-grade homemaking class in applying original designs to dinette furniture. Subsequently, the photographer snapped her assisting the sixth-grade teacher in conducting a class in nutrition, visiting a high-school science class to get pointers on correlating science and homemaking instruction, working with three other student teachers in formulating plans for providing pupil experiences, and in planning the budget of the home economics department at Williamston High School, assisting in compiling anecdotal pupil records designed to give the teacher a better understanding of pupil needs and interests, and assisting in planning and preparing school lunches.

Nor were Miss Kasper's experiences confined to those to be acquired in the classroom alone. She visited the homes of students to evaluate their home projects and assist them in these projects; supervised the setting up of an educational exhibit for the vocational

fair; helped a committee of out-of-school youth in homemaking and agriculture to plan a series of meetings; "listened in" while the community council made plans for improvement of community life; helped with the rehearsal for an educational radio program, and acted as a consultant for a boys' class which was holding an "all-high" etiquette clinic in connection with their own class in homemaking.

Yes, teacher education in home economics in Michigan does provide for "a wide variety of experiences."

A Store Procedure Manual

Store workers in Kentucky enrolled in distributive education classes in the public schools may secure and record all the information they should have about the particular stores in which they are employed through the use of a record book formulated by the State division of vocational education.

Space is provided in this book for the recording of such information as the name of the store, the owner or manager's name, the names of persons employed in the worker's store department, store hours, method of handling out-of-town and parcel-post deliveries, delivery in the store, rules and procedures covering signing in, checking, lunch hours, dress regulations, disposal of wraps and purses, store-conduct rules, telephone regulations, absence and tardiness rules, regulations governing purchases by employees from store, and store rules on procedures to be followed in connection with lost and found articles, accidents, detecting a shop-lifter, and cashing checks by employers.

In addition, space is provided in the record book for a floor plan of the store or a particular department in which the worker is employed; recording sales tickets for different types of transactions; recording credit, refund and tally slips, cash register reports, special order forms, out-of-stock forms and want lists; and for listing duties performed by workers in a store. In connection with the latter item, the examples are cited of a boy who worked in a grocery store in Kentucky who developed a list of 108 jobs, and of a girl working in a 5- and 10-cent store, who developed a list of 87 duties. The store worker will find in this book also, space for recording the advertising and publicity used by his store, as well as the literature—articles or books—he has read in regard to his job.

"The purpose of the book," the directions for using it explain, "is to assist the store worker in organizing and classifying information about the store in which he is employed."

"Very few stores in Kentucky," the record book directions bring out, "have a store manual; yet one of the difficulties found by store workers is living up to the procedures in the stores in which they are employed." When completed, therefore, the record book will serve the worker as a manual and a valuable reference.



In Public Schools

by W. S. Deffenbaugh

Curriculum Bulletin

"A new type of curriculum bulletin," according to the *California Journal of Elementary Education*, "has recently been published by the Los Angeles city schools. *The Improvement of Reading in Secondary Schools*, School Publication No. 358, presents in 53 pages the basic guidance essential for the improvement of instruction not only in the secondary school but in the middle and upper grades of the elementary school as well. The bulletin summarizes the causes of reading deficiency; the factor of mental health, articulation between various school levels, special classes, and methods of instruction."

Forest Conservation

"Forest conservation," according to *Tennessee Teacher*, "has taken on a new meaning to the boys and girls of 159 schools in Cocke, Sevier, and Graninger Counties of Tennessee. More than 1,900 students submitted papers in a forest conservation essay contest recently conducted by the Tennessee Division of Forestry and the T. V. A. Department of Forestry Relations on the subject, 'Our Forests and What They Mean to Us.'"

Twelve-Grade Plan

There was recently held in Temple, Tex., a conference for action on the 12-grade plan which has been under discussion in Texas for several years, and about which there have been expressed many varying opinions since 1934. After presentation of the matter from several angles more than 90 per cent of the men attending the meeting voted for the State-wide adoption of the 12-grade plan and asked that the State department of education take active leadership in putting such a plan into operation as soon as possible.

The State superintendent of public instruction of Texas has officially announced that the recognized pattern for the public schools of that State is an elementary school of eight grades, followed by a standard 4-year high school, and that this pattern may be changed to a 6-grade elementary school, a 3-year

junior high school, and a 3-year senior high school for those who desire the junior high school unit.

County Vocational School

"The first county vocational school to be established in Pennsylvania," according to *Pennsylvania Public Instruction*, "opened in Clarks Green, Lackawanna County, last March, offering national defense vocational courses to approximately 50 trainees."

The school is under the supervision of Thomas Francis, superintendent of Lackawanna County schools, and the county board of school directors. It was started after an important opinion on the constitutionality of the county vocational school organization had been handed down by the judge of the court of common pleas of Lackawanna County, according to the report.

New York City Report

The annual report of the schools of New York City, *All The Children*, interprets the work of the schools by means of textual materials, statistics, and pictures. Among the topics discussed are: Reading, writing, and arithmetic; the early teens; handicapped children; teaching now and 20 years ago; vocational high schools; and emergency training for national defense.

The report also shows the progress that has been made by the school system during the past two decades in the accomplishment of the following: Adjustment of the schools to the needs of the individual child; reduction in the number of oversize classes; reduction of retardation, slow progress and over-ageness; reduction of truancy; special provision for bright children and special services for slow learners; expansion of the educational plant to accommodate the increased register and the shifting population; the reduction of short-time in the elementary and junior high schools; and the extension of educational services for physically and mentally handicapped children.

Relations Between Americas

The Fifth Clinic of the Board of Education of Winfield, Kans., will be held October 3 and 4. "This year," writes Supt. Evan E. Evans, "we shall plan to emphasize the relations between the Americas as one of the features of the clinic. Dr. Walter E. Myer who has

headlined our clinic each year is making a tour of all the Central and South American countries this summer and will present his findings at the clinic. We shall have a big attendance of several hundred administrators, supervisors, and teachers from Kansas and Oklahoma. All communities of any size will be represented. We have had exhibits of books, magazines and teaching materials in the past but this year we want to feature in our exhibit the Pan-American and other Inter-American materials."

First Workshop

Rhode Island had its first educational workshop June 26 to August 2 at the Henry Barnard Training School, Rhode Island College of Education. One hundred and ten teachers, principals, supervisors, and superintendents represented every city and town in the State in a cooperative effort to solve classroom and laboratory problems as they actually exist. A directing committee consisting of the State director of education, superintendents of schools from Cranston, Newport, and Bristol, the director of curriculum studies and one elementary school principal from Providence, Dr. Paul Mort of Columbia University, and the director of the workshop were in charge.

Home and School Visitors

"The Pittsburgh (Pa.) Board of Public Education has cooperated," according to the *Pittsburgh Teachers Bulletin*, "with the School of Applied Social Science of the University of Pittsburgh in establishing a training program for home and school visitors. The students receive their field experience in the schools of Pittsburgh."



In Colleges

by Walton C. John

Medicine and Dentistry Combine

Fifteen hand-picked freshmen will begin an experimental 5-year combination medicine and dentistry course at Harvard next fall, according to Dr. John W. Cooke, chairman of the Harvard Dental School's curriculum committee.

The candidates will be required to meet the entrance standards of the medical school and at the conclusion of the course will be awarded degrees of D. D. M. and M. D.

"It is not the intention of the course that the student shall be trained merely to extract a tooth or perform an appendectomy with equal ability," Dr. Cooke said. Instead, he likened it to the 7-year Harvard Law School course which started under Dean James Landis last fall. "At present," Cooke said, "the dental student takes 2 years premedical training and then his academic training departs into a specialized field, leaving the important medical phases of his career incomplete."

Women's Marketing Course

A new retail marketing curriculum preparing women for executive positions in department ready-to-wear, home furnishings, and furniture stores goes into effect at Ohio State University this fall.

Although conceived as a permanent part of the Ohio State curriculum in recognition of woman's increasing importance in the business world, the new program is expected to have an immediate benefit in national defense. It will prepare women for positions being vacated by men going into defense industries and into the armed services.

This new curriculum, for women only, differs from Ohio State's basic marketing curriculum in the addition of courses in home economics and fine arts and in the requirement for practical experience before graduation.

Women students will take three courses in home economics, in textiles, clothing, and home furnishings. In fine arts they will take courses dealing with the application of the principles of art to clothing and home furnishings.

Before graduation each student must have "one quarter" of work in an approved Ohio store. Store operators have given assurance of their readiness to give this employment—as well as additional work in the afternoons and on Saturdays while students are enrolled at the university.

Prof. Harold H. Maynard, chairman of the department of business organization, is administering the new program.

The McDonald Observatory

McDonald Observatory of the University of Texas, jointly operated by the universities of Chicago and Texas, has enlarged its family to include Indiana University.

The union, whereby Indiana University astronomers join in the use of facili-

ties of the million-dollar observatory, marks another major step in university cooperation in astronomical science originally suggested by President Robert M. Hutchins of Chicago. It is probably the first such official tri-university action.

Under the terms of the new agreement Indiana astronomers will use the facilities of the McDonald Observatory for 15 nights each year. Indiana will be given full right to the photographic plates of their observations and also the rights of discussion and publication of the results of their investigations.

McDonald Observatory today is regarded in astronomical circles as the world's most perfect and second largest plant for probing the secrets of space. Perched high on Mount Locke in the Davis Mountains of West Texas, the observatory is situated where climatic conditions are favorable for observations more than 300 nights a year.

1941-42 Enrollments Estimated

Raymond Walters, president of the University of Cincinnati, presented the results of a questionnaire survey regarding estimated enrollment during the next academic year before a special conference of college and university presidents and representatives of national defense agencies of Government, held this summer in Washington under the auspices of the American Council on Education. Four hundred sixty-nine approved colleges and universities responded, and 419 offered data on estimated numbers of new freshmen. More than one-half the institutions expected a smaller total enrollment, with estimates of the decrease varying widely. Less than one-third expected fewer freshmen. The summary of Dr. Walters' data is as follows:

Estimates of Full-Time Students

Types of institutions		Fewer	Same	More
36 Universities, public.....	27	8	1	
38 Universities, private.....	27	11	0	
309 Colleges of arts and sciences	122	141	46	
37 Technological institutions...	14	15	8	
49 Teachers colleges.....	46	3	0	
469 Total.....	236	178	55	

Geographical distribution

	Fewer	Same	More
New England.....	15	16	3
Middle Atlantic.....	30	35	11
East North Central.....	58	26	7
West North Central.....	36	29	6
South Atlantic.....	21	34	18
East South Central.....	23	16	4
West South Central.....	15	9	3
Mountain.....	18	1	2
Pacific.....	20	12	1
Total.....	236	178	55

The Antioch Conference

A conference on progressive action and post-war reconstruction was held at Antioch College in the summer, under joint auspices of the college and the Antioch Review.

It was generally agreed that the democracies must and can win the war and that after the war there can be no return to the old order; some new world organization, both political and economic, will have to be evolved; this organization cannot be bureaucratic but must be democratic, representing peoples rather than governments; America will have to assume the obligations of leadership in this post-war reconstruction.



In Libraries

by Ralph M. Dunbar

Experimental

The South Chicago branch of the Chicago Public Library has been designated as an "experimental" library. As stated in *Illinois Libraries*, "the Chicago library system has long felt the need for a 'laboratory' in which to test newer methods of service and in which to seek more economical methods for library routines. . . . The testing occurs under practical rather than artificial conditions, for the branch has a continuing responsibility to maintain library service for a community of 100,000 persons."

Among the experiments now being undertaken are such ones as codifying on the reader's cards much additional information about borrowers so that groups using the library may be determined readily, book selection facilitated, and more effective reader's advisory service rendered. New arrangements of books on the shelves are being tried with a view to making it easier for readers to select suitable books. Visual materials, charts, diagrams, sound motion pictures, radio and music programs are being used to stimulate reading. Library routines are being observed in order to avoid unnecessary clerical work and to speed up that which cannot be eliminated.

First Children's Branch

The New York Public Library has just opened the Nathan Straus Library, its first branch to be devoted exclusively to children and young people. According to Margaret Scoggin, li-

brarian of this new branch, "We expect to develop collections of books on arts and crafts, hobbies and sports and vocations of all kinds. We also want to test the selection of magazines because we know too little about the appeal of magazines for young people." Since the books will reflect the actual interests of boys and girls, it is expected that the collection will be useful as a model one for teachers, counselors, parents, and others interested in the problem of reading for children and young people.

Allocation of Funds

The following State plan for allocation of library funds has been issued by the Tennessee State Department of Education for the year 1941-42: "The sum of \$450 will be held for distribution on the matching basis to each county until January 15, 1942. The balance unclaimed on January 15, 1942, will be used to purchase books for the State traveling library collection.

Individual schools: The State will match on a 50-50 basis funds raised by individual schools for their permanent libraries in amounts of not less than \$10 and not more than \$40, as specified by law.

County circulating libraries: The full county quota, or any portion of it, may be used to purchase books to be distributed through a central agency, such as the office of the county superintendent of schools or a public library.

Cities and special districts may participate in State aid upon the same basis as county schools.

Source of local matching funds: Money for matching State aid may be raised by private subscription or funds may be obtained through an appropriation of the county court."

Library Letter

The Newark Public Library of New Jersey plans to publish during the coming year the *Library Letter*, a monthly reading guide for teachers. Each issue will list books, pamphlets, periodicals, and other teaching references of special interest to teachers in the elementary, junior high, and senior high school.

The first issue will be devoted to reference books, indexes to children's books and special library material for elementary school teachers. Later issues will cover material on curriculum construction, contemporary authors for high school seniors, conservation for junior high schools, and books for retarded readers in the elementary schools. Copies of this monthly publication are free to residents of Newark upon request; and to others at a nominal price.

Survey Results From Defense

Under the direction of Eugene D. Hart, the industry and science department of the Enoch Pratt Free Library has just completed a survey of the library service required in the Baltimore area as a result of the defense program. With employment increased about 125,000 in 1941 over the corresponding quarter in 1940, heavier demands than ever are being made upon the library system. The study showed that of the total number of patrons, 43 percent were employed in defense industries. So great has been the call for technical books that the Enoch Pratt Free Library has been unable to meet the needs of the men and women who are seeking to make themselves more competent workers in the national defense program.

Packet Libraries

According to Crystal Bailey, extension librarian, the Pennsylvania State College Extension Service has planned a new service for the people of Pennsylvania. Packet libraries are to be assembled on subjects of current interest to labor groups, club women, business and other organizations. These packets will contain pamphlets, bulletins, books, current magazine articles and clippings on the vital problems of the day. They will be lent through the local public library to any Pennsylvania organization upon request. In addition, art exhibits, consisting of good reproductions of well-known pictures and critical discussions will be lent to interested groups.

In Other Government Agencies



by Margaret F. Ryan

Immigration and Naturalization Service

New appointees to the Immigration Border Patrol are required to serve a probationary period of 1 year, partly in school and partly in the field. The appointee spends from 1 to 3 months at the Border Patrol Training School at El Paso, Tex., where he receives instruction in immigration and citizenship laws, service procedure and border patrol methods, elementary criminal law and court procedure, investigations, preparation of reports, Spanish or French, use of firearms, fingerprinting, radio telegraphy, sign cutting, jiu jitsu and physical culture, first-aid, and practical mechanics.

In addition the appointee attends lectures given by leaders of the Border Patrol and of other law-enforcement agencies. Following the training school course the appointee is assigned to a subdistrict in the field where he completes his probationary period.

The appointee's field work includes training at ports of entry, actual investigations with seasoned investigators, training in the identification bureau, repair shop, radio communications division, target range, and other activities related to the duties of a patrolman.

National Youth Administration

More than 500,000 part-time needy students between the ages of 16 and 24, inclusive, will be employed on the NYA student work program during the 1941-42 academic year as a result of the allocation of \$21,088,125 among the 48 States, New York City, the District of Columbia, Alaska, Hawaii, Puerto Rico, and the Virgin Islands, for operation of the program. Secondary school students will earn between \$3 and \$6 a month; college undergraduates, between \$10 and \$20 a month; and graduate students, between \$10 and \$30 a month.

School and college authorities will select the students to receive NYA jobs on the basis of need and demonstrated scholastic ability. Officials of the participating educational institutions will supervise the work of the students.

Office of Indian Affairs

A Division of Inter-American Cooperation has been created in the Office of Indian Affairs through which collaboration will be maintained with administrators of public services to Indians and with Indian scholars in other American republics and with the Inter-American Indian Institute.

This division will establish contact with officials of other countries concerned with the administration of Indian affairs, will publish monographs in Spanish dealing with aspects of Indian administration in the United States, and will work with learned societies and scholars in the development and coordination of studies which will contribute to a better understanding of the problem of Indians throughout the Western Hemisphere.

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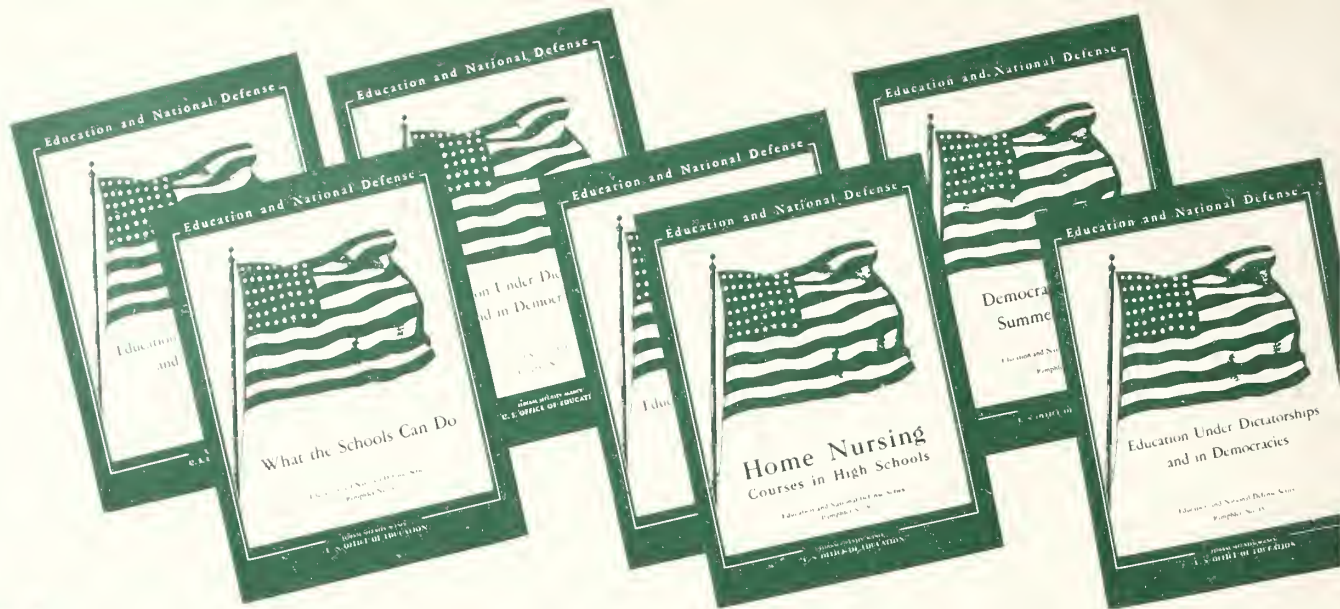
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*The U. S. Office of Education,
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The U. S. Office of Education is publishing this new series of some 20 pamphlets under the general title Education and National Defense. The purpose of this series is to assist educational institutions and organizations in making the greatest possible contributions toward the promotion of understanding and the encouragement of effective citizenship in our democracy. As the various pamphlets in this series on education and national defense become available, copies may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C. Those listed below sell for 15 cents a copy. Announcement of their availability and price will be made from time to time through news releases and through SCHOOL LIFE, official journal of the U. S. Office of Education.

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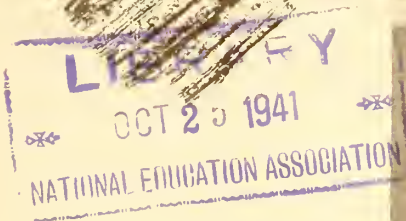
SCHOOL

November
1941

VOLUME 27
NUMBER 2

OFFICIAL JOURNAL OF THE U.S. OFFICE OF EDUCATION

LIFE



FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
WASHINGTON, D. C.

SCHOOL LIFE

Published monthly, except August and September, by the United States Office of Education.

Terms: Subscriptions \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Publication offices: U. S. Office of Education, Federal Security Agency, Washington, D. C.

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library"

SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVII • NOVEMBER 1941 • Number 2

Strong Bodies and Alert Minds

WHEN we say that our country is engaged in "all-out" defense, we mean that all our energies, of body and mind, are being applied to the great tasks before us. But what if our bodies lag and our minds are dull?

The Surgeon General of the United States tells us that in America some "9,000,000 school children are not getting a diet adequate for health and well-being." The Deputy Director of Selective Service has said that "one-third of the rejections are due to nutritional deficiencies." Clearly, there is a connection between the two statements. Today, the Army which defends us would be stronger if yesterday our children had been given more and better food to eat.

All-out defense is not a matter of armies alone. Defense involves a whole people, alert and aroused to protect the standards of life which they hold dear. All civilians—men, women, children—must play their parts in the battle of production and the maintenance of national morale. That is why food is vital to defense.

What, then, can our schools do about food and defense? One thing is to help feed our children and teach them to know nourishing foods. This can be done both in rural schools and in city schools.

Even a single hot dish served in a rural school is a real supplement to the lunch box filled at home. Good food habits are absolutely essential to the strong bodies and alert minds we need for defense. But good food habits cannot be built without good food. That is why the actual provision of hot lunches is so important. We have learned from experience that when children are fed properly the quality of their work improves, they respond more rapidly to ideas, and they play more vigorously and happily. Frequently, Jack is a dull boy because he hasn't had enough or the right kinds of food.

Learning about preparing and handling foods is another important part of the learning experience. Those who study home economics are not only studying to become good homemakers, but they are learning essential facts

about diet. By learning to put to the best possible use the facilities they have, students can raise the whole level of family living.

I have been emphasizing *what* the schools can do about food for defense, and have not mentioned *how* hot lunches are to be provided or *how* instruction in nutrition is to be made feasible. These problems are often more serious in country schools than in city schools, and for the isolated one-room country school they seem almost insurmountable. But not quite.

Rural electrification has made many things possible for the country school which were never possible before. Even in very low income areas, REA-financed electric power has meant that rural people can have some of the greatest advantages of modern science. Now REA proposes to make loans for certain types of electrical equipment which can be used by rural schools or community centers, in order to help strengthen the role of food in defense.

But using food for defense is more than a school task—it is also a community task. Many community elements can rally around the school and help provide for hot lunches and the many teaching services needed to train our children adequately. How well the school contributes to defense depends on the community itself.

A long time ago the Romans had a slogan, "A sound mind in a sound body." No doubt the disintegration of Rome as a nation was in part due to the decline of its physical vigor. Ours is a young Nation. We have done much. We can do more. We must do more, now that we are faced with a conqueror as ruthless as any in all history. We can meet and overcome this threat only with strong bodies and alert minds. Health has long been a cardinal principle of education. Now is the time for schools to put that principle into action on a broader front than ever before.

John H. Studdaker
U. S. Commissioner of Education.

Mastering the News

by James Chancellor Leonhart, Director of Journalism, and Members of Classes in the Baltimore City College¹

★★★ To enlist widespread preparation and willingness to think and talk on one's feet in a newswriting class is a difficult problem; differences in high-school students make the undertaking almost impossible in a few cases.

Here are some of the ways in which the writer and his journalism students in the Baltimore City College have been approaching the solution of the problem step by step for the past few years.

The philosopher, George Santayana, has a place among us for it is from him we learned, first:

"The *difficult* is that which can be done immediately; the *impossible*, that which takes a little longer."

We learned from Granville B. Jacobs, teacher of public speaking, second, that "the big difference in persons is not (necessarily) in formal education; it is not in natural ability; the big difference in persons is the degree to which they are positive or negative."

Recognition that information must be popularized and that radio quiz programs have done much in this direction by making it "the style" to know correct answers, was a third step.

The first three steps taken, members of five junior and senior journalism classes began to respond enthusiastically to our radio newscasting idea to stimulate student participation in oral expression, radio journalism, and newspaper reading and writing.

At first it was possible by means of an oscillator and a microphone in the student weekly newspaper office and a small radio in an adjoining lecture room for members of the classes alternately to broadcast and to receive student news reports from make-believe correspondents in the major capi-

tals of the world and at sources of national, local, and school news. "Mike fright" and other fears disappeared rapidly.

Describes Procedures

Mechanical equipment no longer available, students today are just as happy in the new procedure in the lecture room only, where from a lectern from which a card is suspended bearing the name of the mythical station WBCC, the newscasts are continuing daily, as enthusiasm for appearing before groups grows and interest in war news becomes more intense. Radio grammar and literature quizzes, spelling bees, "double or nothing" and "information, please" programs also have brought better results in teaching and learning the mechanics of English and in arousing appreciation of literature than have formal methods. The human interest and drama elements "do the trick."

The study of radio methods and requirements focuses attention on pronunciation, enunciation, and informal or conversational delivery, and engen-

ders a spirit of "say it now" but "say it right."

The complete current events coverage includes international, national, State, Baltimore City, and school news brought to the microphone (lectern) by student newscasters, who pretend that they are on the scene of the news.

Sources of information, of course, are newspapers, newscasts and sportcasts by professional reporters. Each student newscaster must write and read his own script or speak extemporaneously (not impromptu). Ad lib-ing is permitted on occasions—anything, at the outset, to get a boy to stand before a group and say something. Reading from clippings, however, is frowned upon by all present.

In each class, there are one or more announcers, sportcasters, a news analyst; dramatic, literary, art, and music critics; a freelance reporter; Army, Navy, Marine Corps, and aircraft defense specialists; and science and human interest reporters.

Every boy (Baltimore City College is a public high school for boys) has a running news assignment on which he

The Search for News

THE SEARCH FOR NEWS should always be a search for truth and the presentation of news should always be a presentation of truth.

In these times with newspapers and radio reaching into every part of the world, a most serious and increasingly far-reaching responsibility rests upon those who present news. In journalism classes in schools and colleges throughout the country there is fine opportunity to do constructive building for individual appreciation of this responsibility.

In the article on this page by James Chancellor Leonhart, director of journalism, and his students, some of the activities of journalism classes in the Baltimore City College are described, with a view to disseminating any suggestions these activities may hold for journalism classes elsewhere.

¹Class members especially contributing to this article are Harold Blackburn, student announcer, and Hyman Katz, typist, together with several others who assisted in various ways.

daily keeps up-to-date. When the entire journalism period is devoted to newscasting, every student (about 30 to 35 in each of 5 classes) has an opportunity to appear at the microphone (lectern) at least once. (Several boys have more than one assignment.)

Two announcers alternate in bringing in and introducing all correspondents and others with commercials for school publications, athletic events, and social occasions. Six chairs are arranged in a semicircle behind the lectern. As each newscaster goes to the microphone, a boy leaves his classroom seat voluntarily and replaces his predecessor in the vacant chair, ready to appear at the microphone when his time comes.

The Newscast

Here is the way a newscast goes:

ANNOUNCER. "Hello, Americans: This is 'Reds' Blackburn, your WBCC commentator, bringing you the news of the day. This program is brought to you each day at this time through the cooperation of your student publications, The Collegian and The Green Bag. WBCC, the station that thrills a nation, has correspondents in all of the important capitals throughout the world. We give you a complete coverage of the news including headlines, interviews, human interest stories, sports, quizzes, spelling bees—any item of interest to our listeners. You will hear from London, Berlin, Athens, Rome, Tokyo, the Nation's Capital, and many other cities and countries from which comes spotnews every hour on the hour and oftener.

"WBCC—D-11-J (This is actually the class identification) on your dial—presents first, from the Nation's Capital, Frank Armstrong who will give you a quick summary of United States foreign news."

(A series of dots indicates omission of the body of a newscast and the return to the local station.)

ARMSTRONG. "Thank you, 'Reds' Blackburn. This is Frank Armstrong, your Washington correspondent, bringing you the latest developments in United States diplomatic relations as they happen here in the Nation's Capital. The first aid extended to Britain under the lease-lend program . . ." (The news is given.) "We now return you to Baltimore and your announcer there, 'Reds' Blackburn."

ANNOUNCER. "Thank you, Frank Armstrong. WBCC has now contacted its roving reporter, Jack Fritz, who traverses the continent looking for Marine and Navy defense news. Come in, Jack."

"Good morning! This is Jack Fritz, your naval preparations correspondent, speaking to you from the Brooklyn Navy Yard in New



A section of the journalism class.

York. The new merchant marine program is proving to be quite a boon to shipbuilders all over the country . . ." (The news is briefly summarized.)

ANNOUNCER. "Thanks, Jack. Now, our radio technicians transport you across the Atlantic to the stronghold of democracy, the British Isles. We're waiting, Millard Schaub!"

"Hello, members of the radio audience, this is Millard J. Schaub, your foreign news reporter, with the latest reports of the various Dominions of Great Britain. British shipping losses are being cut down through the work of fleet destroyers and planes . . ." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Mr. Schaub. WBCC now switches control of the air to Mr. Schwartz in Berlin, for the German version of the same news."

"Good morning, ladies and gentlemen! Benson Schwartz speaking in Berlin and reporting to you the news as DNB sees it. German sources reported today . . ." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Mr. Schwartz. For the past few minutes, WBCC technicians have been feverishly working to contact Vichy, France. I believe the proper connections have been made, so get ready for the news of a fallen nation from Charles Collins."

"Good morning, everyone, this is Charles Collins delivering the news to you from the Petain capital here at Vichy . . ." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Charlie. Ladies and gentlemen, at this time, WBCC takes you to the Balkans. Your announcer will be Allan Fried."

"Thank you, 'Reds,' and hello, everyone, Allan Fried, your Balkan reporter, brings you up-to-the-minute news of this part of the

world." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Allan Fried. We interrupt the program for a few seconds with the following electrical transcription." (Sung by two boys.)

Oh, won't you buy *Collegian*? (student newspaper)

Collegian's the best in the land.

Oh, won't you buy *Collegian*?

With all of the boys, it's just grand. There's Dodsen and Moser and Donahoo, too—Mr. Leonhart never tires of them, And neither will you;

So just buy *Collegian* And join up with City's whole band! (Don't mean your uncle) Join up with City's whole band!

ANNOUNCER. "You have just heard an electrical transcription of *Collegian Blues* by the Melody Maulers, Bob Moser, and Ed Green. Proceeding with the scheduled program, we bring you news of the Far East from Dave Haberman in Chunking."

"Thank you, 'Reds,' and good morning, friends. This is Dave Haberman, your American news correspondent greeting you from Chunking, the provincial capital of China, with the latest Chinese war news. According to reports received from reliable Chinese sources here . . ." (The news is briefly summarized.)

ANNOUNCER. "Thank you, Dave. WBCC has just received an urgent request from Marvin Abrams in Egypt to clear the air for some spot news. Go ahead, Abrams!"

"Marvin Abrams, your ace foreign reporter, brings you the latest news of the African war from Cairo, Egypt . . ." (The news is briefly summarized.)

ANNOUNCER. "That was certainly encouraging news, Marvin, thanks a million. At

(Concluded on page 40)

Contributions of Far Eastern Studies to American Education

by J. K. Fairbank, Instructor and Tutor in History, Harvard University

★★★ "Do you think the Japanese nation, acting with the old *samurai* spirit will commit national suicide rather than be stopped?" This question has been asked repeatedly. It illustrates the naive and superficial approach which we Americans seem obliged to make to our Far Eastern problems. In no aspect of foreign policy are we perhaps more signally hampered by public ignorance. Is Singapore really important? Must we protect the Philippines? Can China be conquered? As a people we have but little perspective with which to answer such questions.

Far Eastern studies are needed in our curriculum first of all to give us practical information. Foreign policy in a democracy must rest upon the understanding of the people. It follows that American foreign policy in Asia must rest upon the wisdom of the American public concerning Asia.

In constructing our Asiatic foreign policy, we are therefore greatly handicapped by the inattention paid to the Far East in the American curriculum. A number of colleges have a course of some sort on the Far East; this is all to the good as far as it goes. But the great number of American citizens, who go through the high-school curriculum only, have little opportunity to acquire even a faint understanding of the civilization of China and Japan. This is an unavoidable result of the historic fact with which we are confronted, namely, that the civilization of eastern Asia is on the whole the other great civilization besides our own. (Although India is likewise the center of a different culture, many aspects of its institutional and political history are relatively unrecorded and obscure.) In China we have the one surviving culture of the ancient world which has persisted with unbroken traditions down to the very recent past. The

continuity of Chinese institutions and ways of life is unrivaled in world history. The care with which Chinese history has been recorded by the Chinese is also unrivaled. Since the Chinese way of life sprang from different principles in order to meet different conditions, its nature and its development cannot easily be grasped by an American student in a few course meetings.

There is, however, another reason for a greater emphasis on Far Eastern studies in the American curriculum. This reason is perhaps not so immediately practical as the need just mentioned, but in the long run it must be considered equally important. I refer to the value of Far Eastern studies for comparative purposes.

Comparative Method

The comparative method has already been extensively used by sociologists and anthropologists, and the historian is now beginning to follow their example. To those who are now using the comparative method in social studies, the tardy acknowledgments of an historian may provoke a smile. But the fact remains that even that most conservative type of scholar, the historian interested in the facts of the past, is now beginning to contrast the facts of one period or country with those of another. For example, historical comparisons of the great revolutions are now in vogue. In short it is quite plain that the comparative method is a new and important tool for all students of human society.

It is not difficult to see why this should be so. If our final object is perspective on the needs of man and his ways of filling them, then we must plainly have more than one point of observation, whether it be in a different time or a different place. Thus we can

understand ourselves and our own pressing problems by observing others. It is in this respect that the study of the Far East has a really great contribution to make. Indeed it is not too much to say that comparative studies of Asia, when conducted by trained workers, will open up a new era in the social studies and in our understanding of the West.

The civilization of eastern Asia, being in itself a complete civilization, has points of comparison with almost every aspect of western European civilization. Within the limitations of historical method, which does not allow the repetition of experiments under identical conditions, it is safe to say that there is no social phenomenon in the experience of the West which does not have some counterpart or contrast in the experience of the East.

Thus the decline and fall of the Roman Empire may be compared to the less extensive but nevertheless definite and disastrous decline which followed

(Concluded on page 41)

Far Eastern Studies

DR. FAIRBANK, the author of this article, is one of a score of young men who are pioneering in the important and neglected field of the study of Asia, supported in part by the leading foundations and working chiefly in the larger graduate centers where the necessary Chinese and Japanese books are available.

By the use of the native languages and the extensive amount of literature written in them it is possible greatly to revise our traditional conceptions of the Far East. Increasing numbers of specialists in the social sciences are acquiring a knowledge of Chinese and/or Japanese as tools for their research. The author of this article indicates some of the possibilities inherent in such pioneer work.

Encouraging a Better Understanding of Canada

by *A. Paul Papin, Dallas, Tex.*

★★★ A precedent was established in Dallas, Tex., during last year toward the cause of closer inter-Canadian-American relations when the teaching of Canadian history was authorized in the secondary schools of this city by the board of education. The decision forms a milestone in this field. The results obtained so far have been most encouraging.

In the development and teaching of our new study, we feel that we have opened up a whole new vista that offers opportunity for an immediate, better understanding of our hemispheric, historical background. The study of the individual history of Canada offers a broad view of a people whose culture, history, geographical nearness and identity of interests have been closely associated with the development of our national activities and policies during the last century.

So Much in Common

From the outset the student becomes interested in the history and destiny of a people whose national institutions, government, language, religion, and everyday life have so much in common with his own, and whose literature is readily accessible to him in his own language. The fact that the history of the Dominion of Canada parallels that of his own country in many details also helps him acquire a clearer perspective of important national events that previously held little or no significance for him. The covert import of dates such as 1776, 1812, 1860 suddenly springs forth with a new colorful meaning. The "United Empire Loyalists" no longer represent merely a group of people who refused to fight and who ran away to another land, but they become the pioneers and founders of English Canada. The French-Canadians, sometimes described simply as trouble-makers, whose lives were devoted to the destruction of the American Colonists, are now shown as a

sturdy, individual race of seafaring men, explorers, and settlers; men who have contributed their share to the development of their country, and who have produced such great national leaders as Sir Wilfred Laurier, Henri Bourassa, and Ernest Lapointe.

Step by step the obtuseness of vision on the part of some of our historians, who seemed to believe that a one-sided presentation of facts dealing with phases of our national policy was in keeping with their patriotic duty is offset. The student is intelligently prepared to evaluate factual developments on their own merit and soon will be equipped to undertake the more serious study of inter-Canadian-American relations proper.

In this connection the first evident, geographical fact is that Canada is separated from this country by an established, political line, and not by a natural frontier. Geographical and climatic conditions are about the same within 100 miles or more on either side of the line, and 90 percent of the Canadian population live within this radius. Along this 3,000-mile border Canadians and Americans are in daily contact, they speak the same language, raise similar crops, live in the same type of houses, and use the same methods of farming. They listen to the same radio programs, and in many instances, they read similar books, newspapers, and magazines.

An atmosphere of friendliness and cooperation predominates among these people, whose everyday occupations are so similar, and whose way of thinking differs mainly in terms of their respective allegiance. The Canadians sing "God Save The King" with patriotic sincerity, but they also know the American tunes, and they discuss the President of the United States as well as the King of England. Progressive Canadian writers, such as Dafoe, McCormac, and Scott, have long ago recognized this tendency, and have wisely

undertaken to educate the minds of their fellow countrymen for what they consider the inevitable conclusion resulting from economic dependency, geographical nearness and identity of interests with their southern neighbor, along with the vast distance intervening between Canada and the mother country.

An Object Lesson

The study of the history of Canada also serves as a sober object lesson of what can be accomplished, even under duress, when sane determination and good will prevail. That country with a population of 11,200,000 has played her part with great dexterity in the midst of a whirlpool of power politics. She has survived this experience while succeeding in obtaining her independence, preserving her national institutions, and at the same time, she has acquired the respect of her southern neighbor. Her national security has been greatly dependent upon the might of the British Navy on the one hand, and the Monroe Doctrine on the other.

All of a sudden, an emergency of tremendous magnitude faces the world, and it has caused Canada and the United States to become more closely united in a desire to preserve our systems of government and our way of living. The sudden realization that our destinies and our very existence have been challenged hastened our will to quickly pool our resources and prepare a program for our common defense. Coincidental with this decision the need for an educational program to inform the mass of the people about the historical and cultural backgrounds of the Canadians comes to the foreground. Emphasis for the most part in pan-Americanism programs has been placed upon the countries situated south of the Rio Grande. Our Western Hemispheric programs include the Pan American Union with its clubs, newspapers, magazines, radio programs,

motion pictures, lectures, conventions, and countless well-organized excursions across the Rio Grande. We have successfully sponsored the interchange of instructors between our country and the Latin-American nations. We have added the study of Latin-American history to our curriculum, and the Spanish language is now taught in our universities, colleges, high schools, and in some of our grade schools. We have used every known agency to promote friendlier relations with our southern neighbors, and we justly feel that much has been accomplished by having adopted such a sustained, well-coordinated policy.

The Dallas schools enjoy the distinction of being probably the first in the United States to have added a course in Canadian history in secondary schools as a part of its good neighbor policy. The initial work consisted in preparing an outline and a bibliography for the new study. Then the task of convincing the board of education that the teaching of Canadian history was directly in keeping with the good neighbor policy, and that the course should be added to the curriculum, was attempted.

On January 21, 1941, History 10, or Canadian history, was officially added to the course of studies, and the writer accepted the responsibility of preparing a text for said course, since no text written by an American author could be located. As the work was produced it was multigraphed and distributed to the students. At the time of this writing 150 text pages have been presented and accepted. This section deals with French Canada up to 1759 and constitutes part I.

Many histories have been published in this country, each one building on those published before, but our attempt is based upon an objective approach to the subject, substituting important, colorful anecdotes for the usual chronological table of facts in an endeavor to arouse the interest of the students.

In view of the time element involved in this course (it is offered for only one semester), this method enables the instructor to do away with the least practical in terms of content, in favor of the most practical. The second part

will discuss Canada under the British rule up to World War I. This part should lend itself to a study of our cultural interchange and to a better understanding of the formation and early development of our systems of government similarly based on democratic principles. It should further form a basis for the study of modern Canadian-American relations which is taken up in part III.

The problem of assembling the necessary reference books, magazines, and pamphlets was quickly solved as a result of the genuine interest shown by Canadian and American governmental officials and educators, who have sent us an avalanche of excellent, up-to-date material that was promptly absorbed in our libraries and cataloged for future use by the instructors and students.

The work is enjoyed by the students and watched carefully by the parents and educators who are interested in the project. Daily we receive letters from various parts of this country and Canada inquiring about the progress and offering valuable assistance. During the last few weeks we have received information tending to justify optimism in the belief that the teaching of Canadian history will acquire enough momentum to place this study in its rightful place in our national curriculum. The teaching of Canadian-American relations in our institutions of higher learning is now firmly established in California, Minnesota, Maine, and in several other eastern universities, but Dallas seems to be the pioneer in the field of secondary education.



Mastering the News

(Concluded from page 37)

this time, WBCC brings you the news direct from Norway."

"Hello! America! Joseph Li Pira, WBCC's news correspondent in Oslo, Norway, covers the Scandinavian situation. Things have happened here in Norway" . . . (The news is briefly summarized.)

ANNOUNCER. "Thank you, Joe. While still abroad, we shall hear now what newsmen are saying about Spain. Take it, John Deinlein."

"Good morning, ladies and gentlemen! John Deinlein, your WBCC reporter, passes on to you the news of the day direct from Madrid, Spain . . ."

ANNOUNCER. "Thank you, Mr. Deinlein. Now WBCC transports you just across our southern border into Mexico. Mr. Spruill, a special good will correspondent for our studio, will give you the latest developments."

"Hello, everyone! This is Victor Spruill, your WBCC reporter in Mexico, speaking to you in behalf of our friendly neighbors next door. Naval quarters in Mexico City today said . . ." (The news is briefly summarized.)

ANNOUNCER. "Many thanks, Vic. And now a word from our sponsor, *The Collegian*, by Calvin Kovens, business manager."

(Commercial.) "Fellows, do you know what is going on in your school; are you familiar with all of the activities of your present home? You should be! Now, I realize that you can't attend all of the sports events, or all of the club meetings, or all of other myriad activities that go on in Baltimore City College, but you can be *familiar* with them. It's simple! Just read *The Collegian*, one of the finest high-school publications in the country. Five cents a copy; 50 cents for one-half year; \$1 a year. Be in the 'well-informed' class at City College; know your school; read *The Collegian* . . ."

ANNOUNCER. "Folks, who could ask for more!? After giving you all of the latest in news stories, WBCC turns to its sports staff for a complete coverage of professional, amateur, and scholastic athletics. First, we call on Jesse Greenbaum for scholastic sports."

"Hello, sports fans!—Your scholastic sportscaster, Jesse Greenbaum, has sport news for you hot off the wire. As all of you probably know, City College triumphed in its first play-off game with . . ."

ANNOUNCER. "Thank you, Jesse. Now over to professional sports, furnished to you by Charles Tracy, the busiest reporter in town."

"Hello, fans! Here's Charles Tracy, focusing the sport spotlight once more. First, let's switch it on . . ."

ANNOUNCER. "Thanks, Charlie. I regret to inform our listening audience that our amateur sports correspondent is sick today, but he will be back with you tomorrow. You know, you can't beat WBCC for an accurate and complete newscast. We take great pleasure in presenting to you Norman Shapiro with the human side of the news."

"Thanks, 'Reds.' Hello, friends. Norman Shapiro will now try his best to put a human touch to some of the depressing news of these troubled times . . ."

ANNOUNCER. "WBCC has now completed her scheduled program of foreign, local, and sports news, but we're not finished yet, by any means. I am proud to present that famous writer, author, and former foreign correspondent, Joe Robinson, who will analyze the headlines of today's news, ladies and gentlemen, Joe Robinson!"

"Good morning, Mr. and Mrs. America. This is your news analyst, Joe Robinson, summarizing today's news which is tomorrow's history in the making . . ."

ANNOUNCER. "Thank you, Mr. Robinson. Now, radio listeners, I see our time is about up for today. We'll be back with you at this time tomorrow with our daily news round-up. This is 'Reds' Blackburn, speaking in behalf of his fellow announcers and our sponsors, wishing you a fond farewell and returning you to your local stations."

What We Have Learned

After more than a year of responses like the foregoing, we believe that we know three things:

First, the secret of getting 100 per cent student preparation and participation in oral and written expression resides in the ability of teacher and students to bathe their thought, their task, their lesson in the stream of interest.

Second, mechanics of English can be popularized, when students once see that principles of punctuation are signals from the writer to the reader—that a pause at the right time is more eloquent than words—that principles of composition are simply the rules of the game.

Third, our methods get better results than many others in nearly all phases of English, to which records of recent departmental and unit tests and classroom observation will testify.

Call it what you will—journalistic writing, public speaking, radio-journalism, or motivated composition—it works. It works because there has gathered about the job of a newsgatherer, newswriter, newscaster, the importance of truth, an atmosphere of mystery and romance, a glamour that has an unfailing appeal for a young man on the quest for a vacation, for a student on his way to college, or even for a lad who still thinks it's all done just for him.



Standards

The State board of education of Oregon, according to the *Oregon Education Journal*, has adopted standards for elementary schools in that State. The standards as given in the journal relate to such matters as the curriculum, instructional equipment, the school library, the staff, community relations, length of school term, pupil-teacher ratio, school site, and school buildings.

Contributions of Studies

(Concluded from page 38)

the Han Empire (206 B. C.-220 A. D.). I do not mean to suggest as one writer has done that the building of the Great Wall of China, by supposedly deflecting nomads to the West, caused the fall of Rome. Such immediate connections are always likely to be far-fetched. The point is that the experience of an entire era in China has striking similarities to the experience of a well-known era in the West.

Superficial comparisons of this sort strike the eye as well as the fancy and can be multiplied. Thus Marco Polo, the medieval Italian at the court of Kublai Khan, has his counterpart in the Chinese Nestorian priest from Peking, Rabban Sauma, who came to Europe in the same period and saw the Kings of France and England as well as the Pope.

Again, on a geographical basis, striking similarities can be drawn between the islands of Britain and those of Japan, on the opposite edges of the Eurasian Continent. In their early unification and early development of nationalism, in their dependence upon sea power, and in their concern lest the continent be unified against them, these two island empires offer fascinating comparisons. It is plain that studies of this type can be of use in the classroom (providing they are soundly based) because of the broader view of the world and its interconnections which they present to the student.

Institutional Studies

But there is a much greater possibility than this to be found in the field of institutional studies. No serious student of problems of social control and social organization can fail to be impressed by the achievements of Confucianism in China. The political doctrines of Confucius and his great follower, Mencius, succeeded in uniting politics and ethics in a manner which would amaze the Machiavellis of the West. As a result of the Confucian teaching, the virtuous Chinese individual became *ipso facto* a loyal subject, and the holder of political power in

China had, necessarily, to play the part of the benign and paternal ruler. In this way the ethics of Confucianism provided a basis both for virtuous individual conduct and for the proper exercise of political power. It established an impregnable ethical sanction for authority. To no small degree the Confucian system of ideas, as finally developed and applied, has been responsible for the relative stability of Chinese society. Western study of this great achievement has hardly begun.

No sociologist, for example, can afford to ignore the remarkable success obtained by the rulers of China in using the examination system to enlist all able men in the loyal service of the State. In theory any boy of sufficient intelligence and assiduity could succeed in the public examinations and rise as far in the bureaucracy as his talents allowed him. An official career was always open to talent. Genius and ability were drawn from the mass of the population wherever they might appear. In this way potential rebellions were deprived of their leadership, and the tradition that all had an equal opportunity in official life assuaged the discontent of the peasantry. Of course this theory worked out a bit differently in practice, and landlords' sons who could more easily afford to study tended to get ahead in the examinations. The use of this official myth as a cloak for class domination therefore makes a most interesting and instructive study.

The Chinese and Japanese languages are being mastered by increasing numbers of American students at the larger centers of graduate study. Since many millions use these languages in Asia it is not too much eventually to expect a few thousand Americans to learn to do so. Whether we produce language students by the thousand or the hundred, it is plain that we Americans are bound to begin thinking soon in a new dimension, measuring our achievements and our weaknesses against those of the great civilization of eastern Asia.

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On the way to the book fair.

Children's Book Week—November 2-8

Forward With Books

by Nora E. Beust, Specialist in School Libraries

★★★ The Children's Book Week slogan, Forward With Books, is a challenge to educators, librarians, scout leaders, book sellers, and publishers. It is a slogan to use with the efforts to make worth while books available to boys and girls; books which will aid young people to become better acquainted with the gallantry in our country's history; books which will provide an opportunity to read more widely about the courageous men and women who contributed richly to the building of the ideals expressed in the American way of life; and, most important of all, books which make for understanding—understanding of self and associates as well as for peoples beyond the range of personal acquaintance. The slogan for Book Week is especially appropriate for furthering the program of better understanding of the other American republics.

Emphasizing Hemisphere Solidarity

With their usual alertness, children's book editors were aware of the grow-

ing interest in hemisphere solidarity and have provided some excellent reading materials. These help to fill the need created by the desire of young readers to know something about the neighbors to the South who are so frequently referred to in adult life.

Books of biography, history, science, art, fiction, folklore, and picture books are on the current lists of publishers. There is, for example, the translation of *The Legend of the Palm Tree*, by Margarida E. B. Duarte with the original illustrations made by the famous Brazilian artist, Paulo Werneck. The book received an award by the Children's Literature Committee of the Ministry of Education in their undertaking to familiarize the children of Brazil with the folklore of their country. Now that this story is available in the United States, it is tangible evidence of the understanding and good will that can be advanced in a child's picture storybook. The dramatic account of the origin of the palm tree is told in simple prose and with effective,

colored illustrations. The use of the good Tree of Providence, as the happy natives of Brazil call it today, does much to alleviate the suffering caused by the parched earth of hot, dry regions.

Quito Express, with pictures by the author Ludwig Bemelmans, is another type of illustrated story, for here the center of interest is the humorous episode which befalls a very human little Inca boy who sits monotonously all day long watching the two chickens to prevent their stealing the corn that is spread out to dry in the sun. The scene changes, and suddenly Pedro is experiencing the type of adventure that seems intriguing to most children, especially when it can be enjoyed vicariously in the safety of school or home. The author not only tells a good story, but he has succeeded in giving young readers a glimpse of the life that goes on in and around the famous railroad which runs from Guayaquil to Quito, Ecuador.

For the boys and girls who are beginning to read about the home life of children in other lands there is the appealing story of *Panchita, a Little Girl of Guatemala*, by Delia Goetz, with distinctive character illustrations by Charlotte A. Chase. Panchita lived high in the mountains of Guatemala with her Indian family who were considered the best potters of the village. Alas, Panchita cared more for running with the dogs to play in the ravine than to sit still and pat the clay into bowls that could be sold in the market. A golden-haired, blue-eyed, red-lipped doll dressed in a frock of ruffled pink silk is used to introduce the influence of urban life. It is the desire for this toy that inspires Panchita to make the effort necessary to learn the art of pottery.

Two Children of Brazil, by Rose Brown, with illustrations by Armstrong Sperry, is loaded with information about both jungle and city life of Brazil. Facts about wild animals, vegetation, industries, food, clothing, manners, family life, folklore, festivals, and places of interest in and near Rio de Janeiro are used to reconstruct an authentic background for Joa and Tatu and other members of a well-to-do Brazilian family. The children have

several exciting though plausible adventures. The book's contribution is definitely more to facts than fiction.

The Silver Llama, by Alida Malkus with gayly colored and significant black and white pictures by the author, is another introduction to South America of today. This time the scene is laid high in the Andes of Peru with the interest focused on a pretty, pure-white baby llama, the pet of a little Indian boy. The life of the herdsmen, their courage and faith in adversity, and finally the miracle are presented with keen insight and understanding.

Cedar Deer, written and illustrated by Addison Burbank, goes a step farther than the books previously mentioned by acquainting the reader with some of the problems of the descendants of the Maya Indians in their relationships to the white landlords of Guatemala. Tomás, the hero, is more than a little boy, for the artist author endows him with a personality. He is the symbol of the enslaved Mayans who have kept alive the tradition of their cultured ancestors through secret councils ever since their conquest by the Spanish Alvarado. The Indians' belief in sorcery, their superstitions, and worship of idols make a strange setting for the struggle for freedom.

The President of Guatemala's explanation of citizenship, namely, all persons have obligations to their country—someone must harvest the coffee, just as someone must help build roads—satisfies Tomás, the messenger of his people, when he hears that forced labor is to be stopped by law. The social problems do not obscure the dreams of Tomás to become a sculptor like those of ancient times. The vivid description of the flying tree dance shows in a measure how significant the arts, including dancing, weaving, wood carving, and folk tales, are to the life of the people. The author uses the Mayan numerals of dots and dashes to number the chapters. There is also an interesting vocabulary of Spanish and Indian words. *Cedar Deer* can be read with pleasure by both children and adults.

Quetzal Quest, the story of the capture of the quetzal, the sacred bird of the Aztecs and the Mayas, by Victor W. von Hagen and Quail Hawkins and

illustrated by Antonio Sotomayer, gives boys and girls an account of a real scientific expedition into Honduras by American naturalists. Against the brilliant coloring of the sky and forest, Fidelio sits where he can see the white cliffs they called La Peña—

the rock of sorrows, the mysterious place everyone spoke of with fear. Up there in those deep jungles were giant trees festooned with great, thick creepers. The jaguar lurked there and the harpy eagle. Monkeys could be heard in the night of the full moon; howling monkeys that sang and shrieked throughout the night. There, too, was that beautiful bird with the green feathers that Old Chico said were like those once used for the crown of Quetzalcoatl, the Plumed Serpent. Fidelio wondered what he looked like. Old Chico said he was sometimes called the Fair God because he had a fair white skin and a black beard—so different from the Indians who worshiped him in long-ago Mexico. But he had gone away, on a raft of serpent skins, Old Chico had said, even before Moctezuma ruled.

Even though Fidelio becomes attached to the scientists and the quetzalitos, the little birdlings that he had loved and cared for all summer, it is difficult for him to forget the stories of enchantments about the strange Sisimiki. It is not until Don Victor catches the small furred animal which the Indians had believed was a monster

that Fidelio loses his fears. The Indian boy's exposure to modern civilization makes a fascinating study of contrasts.

The art of reading is an unusual subject for a child's book; however, *The Village That Learned to Read*, by Elizabeth Kent Tarshis, has the suspense and human interest that are desired by young readers. The plot of the tale is simply the story of Pedro who is determined not to learn to read. The pride of the inhabitants of the Mexican village in the new school that everyone in the village had been working on for several months is expressed in the gay fiesta for the opening of the school. All know that the children will profit by learning to read—all but Pedro who required a great deal of persuasion. The slogan "Forward with Books" might almost have been the title of this amusing tale which incorporates much of the work and play of a typical Mexican community.

Mexican Popular Arts, by Frances Toor, though not written expressly for children can be read by boys and girls of the intermediate grades. Young children interested in Mexico will appreciate the pictures. A brief, historical background of handicrafts forms the introduction which is followed by

"The elder brother explains."



a chapter about how the Indian artist craftsmen live and work today. Weaving, regional dress, pottery, handblown glass, gold and silver crafts, toys, popular dishes, houses, popular painting are some of the arts which are explained and illustrated with pictures in color and photographs.

There is a group of significant general books. Richard C. Gill's and Helen Hoke's *The Story of the Other America*, illustrated with numerous marginal drawings by Manuel R. Regalado, links the history of South America with that of North America and Europe. The authors attempt to help children of approximately fifth-grade level and beyond to understand what took place in the economic and political development of South America by such statements as—

They have never really wanted us to be a *big brother* to them—but they do want us to be a good neighbor—and understand them.

And at last, that is just what is happening.

A new feeling of friendship between both the Americas—North and South—began to develop when the Pan American Union was formed. Its very name means a Union of all the Americas . . . and for many years, men from all the different countries had been trying to form it.

Simón Bolívar, the great Liberator, was the first one: as long ago as 1826, he tried to bring the American countries together. But that was too soon. They still had to "settle down."

Neighbors to the South, by Delia Goetz, embraces 12 Central and South American countries of today. The clear photographic illustrations and open page give the book an inviting appearance—nor will the child be disappointed in the text, as there are many graphic episodes, such as when a Spanish conqueror took a piece of paper, crushed it in his hand, and placed it on the table before the king to describe the topography of South America.

Each country is considered separately. Essentially facts about the geography, climate, and people are brought out, but through the book there is enough of human interest to give the sketches individuality.

South American Roundabout, by Agnes Rothery, illustrated by Carl Burger, is an objective guide to travel in modern South America with brief, historical interpretations. Descrip-

tions of products such as the balsa tree, the taqua nuts, the cacao bean; accounts of the habits of strange birds and animals; and biographical sketches of Pizarro and Bolívar add to the interest.

Roundabout South America, by Anne Merriam Peck, with photographs and illustrations by the author, is more detailed than the previous books and intended for junior and senior high school students. It is primarily a narrative of what she saw in a recent trip from Panama through Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, and Brazil. Accounts of the work of some of the modern educators, craftsmen, artists, musicians, and authors are included.

Progress in the good-neighbor policy can be further through the understanding with which life in the other American republics is interpreted to children and young people by the authors and artists of children's books. This brief list indicates only a few of the excellent new titles. There are many older titles which are included in such lists as *500 Books for Children*¹ and new titles which are yet to be published.



Special Libraries Discuss Crisis

At the Special Libraries Association's thirty-third annual convention, emphasis was placed upon the effects of the national emergency upon the business, industrial, and scientific libraries which compose a large part of the membership in the Special Libraries Association.

In her opening report to the convention, President Laura A. Woodward noted that the emergency was no longer a vague impression of a war being waged on foreign soil but was now an immediate challenge for the complete mobilization of material and personnel. She stated that libraries have an essential part to play in the "tooling up" process. It is libraries that supply the information which makes possible "the machines that make the tools that make the machines that make the airplanes."

¹ Beust, Nora E. 500 books for children. Washington, D. C.: U. S. Government Printing Office, 1940. Office of Education Bulletin, 1939, No. 11, 15 cents.

Speaking before a general session, Sir Angus Fletcher, director of the British Library of Information, stated: "In times of great national emergency whether it be actual war, as in the British Empire which is now fighting for its existence, or whether it be, as in the United States, the urgent need for immediate defense on a colossal scale, swift access to sources of accurate information is a vital element in the national effort.

Defense Literature

In another address, Eleanor Cavanaugh, librarian of Standard and Poor's Corporation, described the problem before the special librarian in acquiring and organizing defense literature for her clientele. "Defense literature," she pointed out, "means Government contracts awarded, priorities, production, critical materials, housing, transportation (railroads and shipping), labor and wages, Government procurement, export control and civilian defense." Copies of the legislative acts and Executive orders, such as the lend-lease, claims act, appropriations acts, and others, must be obtained and made ready for reference. Legislation in other countries, especially Great Britain and Canada, must be watched so that the benefit of their plans and experience will be available. All defense literature must be obtained quickly, read, organized, routed to the key persons in the library's clientele, and then filed for future reference.

Tomorrow's Research

At the second general session, F. E. Raymond, administrative assistant of the National Industrial Conference Board spoke on Research and Its Place in the World of Tomorrow. In summing up, he declared: "Inasmuch as future research and ultimate progress can only have a solid foundation in the accumulated records of past experience and study, so the future place for research is marked by the successes and failures of the past in order to supplement the waning initiative of individual enterprise by the organized effort of trained professional groups. Thus, the laboratory and the library are inevitably linked to the modern spiral of progress; the former delves after truth, the latter strives to make it available to all who have need of facts."

Reports presented during the conference indicated that in addition to progress in technical matters and public relations, committees of special librarians had been active in the field of national defense, aiding Finnish libraries, and improving relations with Latin America.

Financial Aid to College Students

by Ella B. Ratcliffe, Chief Educational Assistant, Higher Education Division

★★★ The availability of higher education has increased greatly in recent years. To the usual provisions of financial aid granted by institutions of higher learning has been added that made by the Federal Government through the National Youth Administration. Although aid of the customary type—scholarships, fellowships, loans, etc.—probably has not increased materially, if at all, the Federal Government's program for assisting students has enabled a far greater number of young people to attend college during the 6 years that the student-aid program has been in operation than would have been the case otherwise.

Each year each of the colleges and universities which cooperate with the National Youth Administration in its student-aid program submits data covering the amounts of student aid available to its students from all sources. The data thus assembled for the year 1937-38 were made available by the NYA to the U. S. Office of Education on its request for study.

The number of colleges aided by the NYA in 1937-38 was 1,651. This included 264 which did not appear in the 1937-38 issue of the Office of Education directory of institutions of higher education. On the other hand, the directory listed 317 institutions which did not participate in the NYA student aid. There were 1,387 institutions which appeared on both the NYA list and the directory list. With few exceptions, the institutions which were on one list but not on the other have small enrollments, and do not influence very much the total amount of student aid. The following figures are based upon the data for the 1,387 institutions which were listed in the directory and participated in the NYA student aid.

During a single year, 1937-38, college students received financial aid in the amount of \$51,255,145. Over three-fourths of this amount, \$41,475,686, was

given in scholarships, fellowships, grants in aid, loans, and work paid for by the institutions. The remainder, \$9,779,459, was contributed by the National Youth Administration under its student-aid program.

Apart from its regular student-aid program, the National Youth Administration set aside \$70,000, of which \$64,175 was expended for the twofold purpose of aiding Negro students residing in States having no graduate facilities open to them to attend institutions in other States where they were afforded such facilities, and of establishing special leadership training courses at several Negro colleges.

Although the figure for the Government aid represents a considerable sum, it was less than for the previous year. The National Youth Administration records show that 32.6 percent fewer students were aided by that organization in 1937-38 than in the previous year. In 1936-37 the number of students aided was 124,818; in 1937-38, because of a decrease in appropriation, it was reduced to 75,993.

In addition to the sum reported for the 1,387 colleges and universities, the National Youth Administration's figures included \$936,658, for all types of aid for 264 other institutions that participated in the Government's student-aid program but that the Office of Education does not include in its university and college list. The total amount reported for the 1,651 institutions, including the Federal funds, was \$52,191,803.

Amounts Summarized

Taking into consideration only the 1,387 institutions, the amount given college students in scholarships was \$13,395,487; in fellowships \$2,569,237; in grants in aid \$4,952,262; in loans \$5,934,184; in work paid for by the institutions \$14,624,515; and in work paid for by the National Youth Administration \$9,779,460.

It will be noted that of the figures given for the various types of student aid, by far the largest sum, even when National Youth Administration assistance is not included, is payment for work performed, a fact which indicates that student work is widespread among the colleges. Including National Youth Administration aid the sum paid to students for services performed equaled almost one-half of the total aid given.

The amount of aid given in scholarships, fellowships, and grants in aid constituted about 41 percent of the total given. Work constituted 47.6 percent, and loans 11.5 percent. Assuming that practically all scholarships, fellowships, and grants in aid are given without obligation on the part of students to repay, about 59 percent of the aid was made up, therefore, of money loaned and money paid to students for their services.

Included in the institutions represented in the National Youth Administration report were 688 classified as colleges and universities, 133 professional schools, 166 teachers colleges, 41 normal schools, and 359 junior colleges. Practically one-half of the institutions were of college or university type, and their students were granted \$41,733,953, or 81.4 percent of the total aid. Students in professional schools were granted \$2,946,677, or 5.7 percent; in teachers colleges \$3,396,101, or 6.7 percent; in normal schools \$277,501, or 0.5 percent; and in junior colleges \$2,900,914, or 5.6 percent.

Work Greatest Extent

In all types of institutions except professional schools the institutions assisted their students to a greater extent by the provision of work than by any other kind of aid. Taking into consideration the National Youth Administration work aid as well, students in professional schools likewise were assisted more through employment than

any other means. Without the National Youth Administration aid, they were helped in largest degree through scholarships.

The institutions comprised 342 controlled by States, 159 by cities, 287 by private corporations, 441 by Protestant denominations, and 158 by the Roman Catholic Church. Students in privately controlled institutions received \$17,747,465 in student aid, the largest amount received by any group. Students in State-controlled institutions followed with \$17,676,532; in institutions under Protestant control with \$10,289,333; in institutions under the Roman Catholic Church \$3,956,408; and in institutions under city control, consisting principally of junior colleges, \$1,585,407.

In institutions under every type of control except one students were aided in largest measure through the provision of work than by any other means. Students in privately endowed institutions

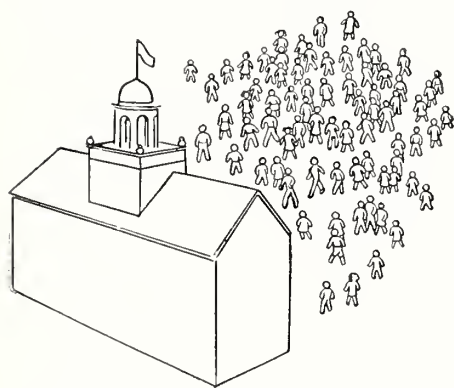
were aided in largest amount by scholarships. In institutions controlled by or affiliated with the Roman Catholic Church they were aided in greatest amount by scholarships, if National Youth Administration aid be excluded. The total percentage of work aid for each group was: city, 76.7; State, 63.9; Protestant denominations, 45.4; Roman Catholic Church, 37.1; and private corporations, 32.4.

Student Aid Greater for Men

As there are almost two and a half times as many coeducational higher educational institutions as there are separate institutions for men and for women, it is natural that the amount of financial aid in coeducational institutions should be several times as great as in the other two types of institutions combined. Furthermore, the institutions in the coeducational group include many of great size and wealth. But, while there were, in 1937-38, 55

more separate institutions for women than for men, every kind of student aid was greater in the institutions for men. This is accounted for principally by two facts: That the institutions for men, although fewer in number, enroll as a whole more students than the women's colleges, and that, including as they do a considerable number of professional and technical schools, the institutions for men as a group have far larger financial resources. Students in 1,056 coeducational institutions received \$40,477,943; in 141 institutions for men, \$6,602,393; and in 190 institutions for women \$4,174,809. Aid of all types in the 141 institutions for men exceeded that in the 190 colleges for women.

While there are undoubtedly a great many more students deserving of financial help than are assisted at the present time, the help now afforded shows that there is at present generous recognition of this need.



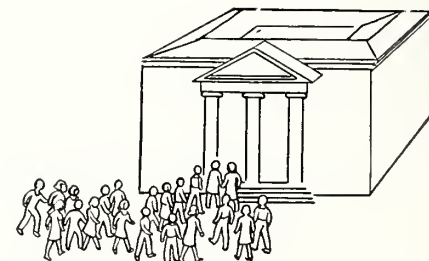
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No. 53—Know How Your Schools are
Financed

No. 55—Know Your State Educational
Program

No. 56—Know Your School Library

No. 57—Know Your Community.

Southern States Work-Conference on Administrative Problems

by *Timon Covert, Specialist in School Finance, and
Helen K. Mackintosh, Senior Specialist in Elementary Education*

★★★ Approximately 100 school administrators of 14 Southern States met recently in Daytona Beach, Fla. for a 2-weeks' study of their school problems. This meeting, the second one to be held, was designated the *Southern States Work-Conference on School Administrative Problems*.¹ Its purpose, as stated in the announcements, was "to meet a distinct need for cooperative regional study of problems relating particularly to the organization and administration of schools in each of the Southern States." The results accomplished provide an excellent illustration of the use of cooperative effort to get work done.

When calling the conference the directors expressed the desire that every Southern State would send delegates and that these officials representing the school systems and associations of each State would have opportunity to make a critical analysis of existing policies and procedures in the conduct of various phases of education and school administration. The conference was so planned that some time was left for recreation and for getting acquainted with individuals who made up its membership. Success of the conference was due in large measure to the advance planning and the careful attention to all details given by Dr. Edgar L. Morphet, director, division of administration and finance in the Florida State Department of Education and Dr. R. L. Johns, director of administration and finance in the Alabama State Department of Education.

The fact that this conference is, as the name indicates, a short course for school administrators and supervisors and is attended by educators from a

group of States having many problems in common, makes it quite different from the ordinary educational conference. Because of this unique feature and since it may have implications of value to other sections of the country the conference proceedings are reported in some detail.

Six Principal Problems

Although the program centered about six principal problems, each problem was approached from the point of view of the question, What are the problems of the South in this particular field?

The conference was organized for work into six committees each of which was composed, as nearly as possible, of one or more representatives from each State according to the special interests of the individual. The problems studied by the six committees were as follows: (1) State and local financing of education; (2) requisitioning, purchasing, distributing, storing, and using school supplies; (3) school transportation; (4) standardization, accreditation, and improvement of schools; (5) State curriculum programs; and (6) Negro education. Each of the six committees had a very flexible organization, which allowed for alternate work as a committee group of the whole, or, as a series of subcommittees to work on specific questions which developed out of group discussions.

Sessions were held daily and progress of accomplishments of the various committees were reported through the office of the executive secretary. By the beginning of the second week subcommittees were well along toward developing their reports. During the closing days, a final report including recommendations was prepared and presented by each committee to all representatives

meeting in one group. These are tentative reports; they will be edited and eventually published in printed form separately and also combined in one volume. The opinion of the conference group, as registered in the final session, was to the effect that the conference should be continued next year. Emphasis was placed on the fact that members of this year's group should attempt to report back in 1942 with illustrations of ways in which practices in their individual States had been affected as a result of the thinking induced by the conference.

Findings and Conclusions

Among the findings and conclusions of the several committees, the following are particularly noteworthy:

1. School finance.

Lack of taxpaying ability is the chief handicap that Southern States face in providing school facilities. Even those States of the South with modern revenue systems, local school administrative units large enough to operate efficiently and economically, and the most highly recommended plans for apportioning State school funds to localities have difficulty in financing their schools, in comparison with States of other sections of the country and with the State of average wealth in the Nation. In 1937, the report points out, the per capita income in the South was \$314; in the other States it was \$604. The report also calls attention to the additional complications in the problem of financing the schools in the South when the whole problem of Negro education is considered. The conclusion was reached that Federal Government assistance is necessary to a solution of their problem.

2. School supplies.

The modern school program requires many different types of educational supplies and equipment. The annual expenditure for such supplies and equipment is of considerable significance and deserves careful planning and supervision in the interests of economy and effectiveness. The attainment of economy and efficiency in the purchase and use of school supplies and equipment will be expedited by the ob-

¹ EDITOR'S NOTE.—Mr. Covert served the conference in the capacity of consultant to the committee on school finance and Miss Mackintosh, consultant on the curriculum. Both are U. S. Office of Education staff members.

servance of the following rules of management: (1) Simplification and standardization of school supplies; (2) cooperative planning within the local school administrative unit; (3) specification, tests, and certification; (4) centralized or cooperative purchasing; and (5) perpetual inventory.

3. School transportation.

There is need for greater standardization of equipment to reduce cost, increase safety, and release labor for national defense. A wide variation in costs of new equipment and insurance is evident, but there is a rapid trend toward public ownership and operation with marked economy and increased safety. More uniform accounting procedures are recommended. It is also recommended that a national conference on school bus standards be called in the early fall of 1941.

4. School standards.

A minimum of 4 years of college training for all teachers is recommended with additional graduate training requirement for all school administrators and superintendents. A minimum term of 180 days for all schools with equal salaries, school terms, and facilities in elementary and high schools is considered essential to the successful operation of the educational program and in addition, desirable community relationships should be maintained.

5. Curriculum committee.

At the present time, recognition of the need for conserving and improving human and material resources in each local community is the most important single factor in developing a curriculum program in the South. Closely related to this problem is the need for modifying the teacher education programs, and for developing closer working relationships with professional and lay organizations which are concerned in school programs. In order to substitute a forward-looking educational program for one of the traditional type more funds, especially Federal funds, are needed in the general as well as in the vocational field.

6. Negro education.

Although considerable improvement has been made in schools for Negroes in

the Southern States during the past 20 years, there is urgent need for additional improvement. Recent court decisions have accentuated this urgency, for they have made it clear that when separate schools for Negroes and whites, are maintained the facilities provided at public expense must be of equal quality and that salaries of teachers must not be unequal because of racial differences. It was recommended (1) that every effort be made to use present funds more equitably with respect to paying for schools for white and for colored children; (2) that larger State and local funds be obtained for the improvement of Negro schools; (3) that State and local leaders in education establish suitable programs for the training of Negro teachers and improved curriculum and instruction in Negro schools and provide high-school facilities where suitable instruction is offered in vocational subjects.



Nutrition Education Materials for Schools

Available From the U. S. Office of Education

Pamphlets

Farm Family Living. Vocational Education Monograph No. 22, 1941. 11 pp. (Printed.)

Suggestions for cooperative educational programs in vocational agriculture and home economics are included in this pamphlet. Securing food for the farm family is one of the problems for which joint planning is needed and for which suggestions are given.

Food for Thought: The School's Responsibility in Nutrition. Education and National Defense Series, Pamphlet No. 22. 32 pp. (Printed.) (In press.)

This pamphlet deals with the nutrition problem and nutrition education. To quote from the foreword: "The total effort required of all of us * * * in the days ahead, calls for national faith, national unity, and national strength—in the building of which food will play no small part. The ways in which the schools of the Nation can answer this call are described in this pamphlet."

Negro Farm Families Can Feed Themselves. Vocational Education Misc. 2563, June 1941. 67 pp. (Mimeographed for limited distribution.)

For several years the Negro teacher trainers in home economics and agricultural education have united their efforts in developing plans for assisting farm families to secure better farm family living. This publication is the outgrowth of the work of a special committee and subsequent work by all members of a regional conference of Negro teacher trainers in home economics and agriculture held at Tuskegee, Ala., February 1941. It is set forth in a tentative form with the expectation that the users will submit recommendations for its revision before it is printed.

Nutrition Education Through the Schools. School Life Reprint of articles appearing in Vol. 26, 1941. The topics for each of the several articles are suggestive of its content:

Nutrition Education Throughout the School Program.

Nutrition—A Part of the Elementary School Program.

Nutrition Education in the Secondary School.

Nutrition Education and the School Lunch Program.

A Teacher-Education Project in Improving Child Nutrition.

Community Cooperation for Nutrition Education.

Information Exchange Packets (U. S. Office of Education).

Packet No. V-E-1. *A Good Elementary-School Citizen in America Has a Responsibility for Building and Preserving Good Health.* This packet contains the following:

Substitutes for the Sun. Children's Bureau Publication, 1940. 4 pp.

The Healthy Well-Nourished Child—1 to 6 Years. Children's Bureau publication, 1940. 4 pp.

How to Feed Young Children in the Home. Issued by Merrill-Palmer School, Detroit. 1940. 4 pp.

Packet No. V-G-1. *Good Citizens in America Have a Responsibility for Building and Preserving Good Health.* This packet contains the following:

Food and National Defense. Consumers' Guide, September 1940. 15 pp.

Nutrition Education Throughout the School Program. U. S. Office of Education. 1941.

The Healthy Well-Nourished Child, 6 to 16 Years. Children's Bureau publication. 1940.

The Noon Meal at School. Children's Bureau publication. 1940.

Eat the Right Food to Help Keep You Fit. Children's Bureau, Bureau of Home Economics, and U. S. Office of Education publication. 5 pp. 1941.

What Every Person Should Know About Milk. Supplement to Public Health Report, No. 150. 11 pp. 1940.

Educational Measures Before the 77th Congress, First Session, 1941

by *Ward W. Keesecker, Specialist in School Legislation*

★★★ The October issue of **SCHOOL LIFE** contained the first installment of Educational Measures Before the 77th Congress, First Session, 1941. That article contained a digest and index of principal educational bills introduced in the House of Representatives.

Below is now presented a digest and index of the main educational bills introduced in the Senate. The bills summarized in these articles have been numbered consecutively. The previous article (October issue) contained 74 House bills, hence these bills are numbered beginning with 75.

PART II—SENATE BILLS

75—S. 10 (*Mr. McCarran*): To establish a Division of Aviation Education in the United States Office of Education to promote research studies and to furnish information and assistance to organizations seeking to promote aviation education, etc. Would appropriate \$100,000 annually therefor. Similar to H. R. 3132 by Mr. Larrabee. (Referred to Committee on Education.)

76—S. 164 (*Mr. Sheppard*): To authorize the Secretary of War to detail 2 percent of the enlisted men of the Regular Army as students at such technical, professional, and other educational institutions, or as students, observers, or investigators at such industrial plants, hospitals, and other places, as shall be best suited to enable such men to acquire a knowledge of and experience in the specialties in which it is deemed necessary. (Referred to Committee on Military Affairs. Enacted into law; approved by the President May 13, 1941—Public No 67.)

77—S. 206 (*Mr. Gillette*): To authorize that the course of instruction at the United States Military Academy be given to one person from each American Republic, such person to be designated by the President of the United States. (Referred to Committee on Military Affairs.)

78—S. 207 (*Mr. Gillette*): To authorize that the course of instruction at the United States Naval Academy be given to one person from each American Republic. (Referred to the Committee on Naval Affairs; reported from Committee with amendments; approved July 14, 1941; Public No. 168.)

79—S. 290 (*Mr. McCarran*): To establish a Civilian Glider Pilot Training Division in the Civil Aeronautics Authority. (Referred to the Committee on Commerce.) (Same as H. R. 3386 by Mr. Randolph.)

80—S. 337 (*Mr. Mead*): To provide a permanent postage of 1½ cents per pound on books. (Referred to Committee on Post Office and Post Roads; passed Senate, June 30.)

81—S. 375 (*Mr. Walsh*): To authorize post-graduate instruction for civilian employees of the Naval Establishment.—Same as H. R. 2478 by Mr. Vinson of Georgia. (Referred to the Committee on Naval Affairs; passed the Senate.)

82—S. 389 (*Mr. Wagner*): To authorize and request the President to issue annually a proclamation to designate the month of February as the Month of American Music in the United States and to suggest that American music be featured in schools and colleges during the said month. (Referred to Committee on Education and Labor.)

83—S. 480 (*Mr. Barbour*): To provide for transmitting in the United States mail free of postage certain materials for use by blind persons. (Referred to Committee on Post Offices and Post Roads.)

84—S. 481 (*Mrs. Caraway—by request*): To regulate and codify existing rules and customs pertaining to the display and use of the Flag of the United States. (Referred to Committee on the Judiciary.)

85—S. 593 (*Mr. Mead*): To promote industrial prosperity and to develop and conserve the natural resources by aiding and promoting research in engineering experiment stations connected with colleges and schools of engineering in the several States and Territories, and would authorize an appropriation therefor. This bill provides that its provisions shall be administered by the Secretary of the Interior. (Referred to the Committee on Education and Labor.)

86—S. 658 (*Mr. Russell*): To authorize appointments to the United States Military Academy and the United States Naval Academy of sons of soldiers, sailors and marines who were killed in action or who have died of wounds or injuries received, or diseases contracted, in line of duty during the World War. (Referred to the Committee on Military Affairs. Same as H. R. 2794 by Mr. Shanley.)

87—S. 660 (*Mr. Johnson of California*): To provide for an additional Naval Academy to be located on the Pacific Coast. (Referred to Committee on Naval Affairs.)

88—S. 697 (*Mr. Clark of Missouri*): To provide for the deferment of college and university students from training and service

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under the selective training and service act of 1940. (Referred to Committee on Military Affairs.)

89—S. 702 (*Mr. Reynolds*): To increase from 5 to 9 the number of cadets allowed at the United States Military Academy from the District of Columbia. (Referred to Committee on Military Affairs; passed the Senate. (Referred to House Committee on Military Affairs.)

90—S. 703 (*Mr. Reynolds*): To increase from 5 to 15 the number of midshipmen allowed at the United States Naval Academy from the District of Columbia. (Referred to the Committee on the Judiciary.)

91—S. 711 (*Mr. Barbour*): Same as H. R. 2854 by Mr. Vreeland. (Referred to Committee on the Judiciary.)

92—S. 712—also S. 714—(*Mr. McNary*): To provide that money received from the national forests paid to the State for the benefit of the communities in which such forests are situated may be expended for purposes other than public schools and public roads. (Referred to the Committee on Agriculture and Forestry.)

93—S. 767 (*Mr. Mead*): To aid in measures for national defense by the development and testing of new devices and materials and to increase industrial employment and national prosperity by aiding and promoting research in the engineering experiment stations connected with colleges and schools of engineering; to be administered by the Secretary of the Interior. (Referred to the Committee on Education and Labor. Same as H. R. 2692 by Mr. Green above listed.)

94—S. 818 (*Mr. Barbour*): To amend the Vocational Rehabilitation Act of June 2, 1920, by adding thereto the following provision: "For the purpose of this act, the term 'vocational rehabilitation' includes medical, surgical, corrective, and other services and care furnished for the purpose of rendering a person disabled fit to engage on a remunerative basis." (Referred to Committee on Education and Labor.)

- 95—S. 828 (*Mr. Clark of Idaho*): To increase from 5 to 10 years the period for which leases may be made of public lands granted to the State of Idaho for educational purposes. (Referred to the Committee on Public Lands and Surveys.)
- 96—S. 873 (*Mr. McCarran*): To amend the Selective Training and Service Act of 1940 to provide for deferring from training and service persons who are receiving instructions in regular courses at certain aeronautical schools. (Referred to Committee on Military Affairs.)
- 97—S. 906 (*Mr. Lee*): To provide Federal assistance to the States in making surveys as to school building needs and recommendations for school programs, including the planning, location, remodeling and equipping of public-school buildings that will serve and encourage a modern and comprehensive educational program, with particular emphasis on those phases of education that will contribute directly to national defense. This bill would authorize an appropriation of \$2,000,000 annually for the next four years and provide that the school building survey shall be conducted under the direction of the United States Commissioner of Education. (Referred to Committee on Education and Labor.)
- 98—S. 929 (*Mr. Pepper*): To provide for the establishment of a Youth Reference Service in the Library of Congress. (Referred to Committee on the Library.)
- 99—S. 987 (*Mr. Gurney*): To provide hospitalization and medical treatment of persons while receiving flight instruction under the Civil Pilot Training Program provided for by the Civilian Pilot Training Act of 1939. (Referred to Committee on Military Affairs.)
- 100—S. 999 (*Mr. McNary*): To authorize the Commissioner of Work Projects to approve a project for the construction of a Reserve Officers' Training Corps armory at the University of Oregon. (Referred to Committee on Appropriations.)
- 101—S. 1010 (*Mr. Brown*): To provide for the establishment of a marine training station in or near the city of Detroit. (Referred to the Committee on Naval Affairs.)
- 102—S. 1016 (*Mr. Sheppard*): Same as H. R. 623 by Mr. Randolph. (Referred to Committee on Education and Labor.)
- 103—S. 1025 (*Mr. Brown*): To amend the Hatch Act restricting employees whose salaries are paid wholly or in part by Federal funds from political activities so as to make it inapplicable to officers and employees of educational, religious, eleemosynary and cultural institutions. (Referred to Committee on Privileges and Elections.)
- 104—S. 1041 (*Mrs. Caraway*): To provide for better rural houses and farm structures through further endowment of cooperative agricultural extension work, agricultural research, and resident instruction in land-grant colleges. (Referred to Committee on Agriculture and Forestry.)
- 105—S. 1124 (*Mr. Mead*): To provide for the establishment of 5 regional agricultural centers for investigations and demonstration of self-sufficing farming, etc., and to provide for similar work to be conducted by State colleges of agriculture; to be administered by the Secretary of Agriculture. (Referred to Committee on Agriculture and Forestry.)
- 106—S. 1150 (*Mr. Pepper*): To provide for the establishment of a Pan American center at Miami, Fla., for the coordination of commercial and cultural relations between the American Republics, and for other purposes. Same as H. R. 3957 by Mr. Cannon of Florida above listed. (Referred to the Committee on Foreign Relations.)
- 107—S. 1153 (*Mr. Wheeler*): To appropriate \$75,000 for completing the construction, extension, and equipment of a public-school building to be available to Indian children of Fort Peck Indian Reservation, Montana. (Referred to Committee on Indian Affairs.)
- 108—S. 1200 (*Mr. Bankhead*): To increase from \$300,000 to \$555,000 the amount appropriated in act of April 24, 1939, for cooperative agricultural extension work. (Referred to Committee on Agriculture and Forestry. Report No. 158.)
- 109—S. 1260 (*Mr. McCarran*): To appropriate \$100,000 to establish a division of Aviation Education in the United States Office of Education in order to prepare teaching materials for instruction in aeronautics, to encourage cooperation between educational institutions and the aviation industry, to develop teacher-training courses in aviation education, etc. (Referred to the Committee on Education and Labor.)
- 110—S. 1277 (*Mr. Reynolds*): To amend the act for the Retirement of Public School Teachers in the District of Columbia by permitting such teachers to retire at age of 62, and for the retirement of certain teachers who have rendered 25 years of service. (Referred to Committee on the District of Columbia.)
- 111—S. 1313 (*Mr. Thomas of Utah—for himself and Mr. Harrison*): "To strengthen the national defense, to promote the general welfare through the appropriation of funds to assist the States and Territories in meeting financial emergencies in education and in reducing inequalities of educational opportunities." This bill would appropriate \$300,000,000 for the fiscal year ending June 30, 1942, and each year thereafter for the purpose of providing public educational facilities in areas affected by defense activities and for effectively equalizing educational opportunities "among and within the States," especially for children residing in rural areas, children residing on Federal reservations and posts, and children of migratory workers. This bill would create "in the Federal Security Agency a Board of Apportionment" composed of 5 members to be appointed by the President of the United States.
- In order to qualify for receiving funds to be appropriated under this bill a State is required through its legislature to accept the provisions of the act and provide for the administration of funds to be received, etc. Under the provisions the Commissioner of Education shall submit annually a full and complete report showing the status of education in the United States and shall include an analysis and summary of legislative and administrative provisions adopted by each State for the expenditure of funds received through this act, and also statistical information showing the degree to which each of the States has accomplished the improvements and equalization of educational opportunities. (Referred to the Committee on Education and Labor.)
- 112—S. 1365 (*Mr. McCarran*): This bill provides that under the supervision of the Director of the Civilian Conservation Corps camps, during the emergency proclaimed by the President, work in connection with conservation of natural resources shall be discontinued, and an intensive program of vocational and allied training designed to promote and contribute to the national defense shall be conducted. (Referred to the Committee on Education and Labor; reported with amendment, 7271.)
- 113—S. 1375 (*Mr. McCarran*): To provide for certain community school, health, and recreational facilities made necessary by the exigencies of national defense and to authorize an appropriation of \$150,000,000 therefor. (Referred to Committee on Education and Labor; reference changed to Committee on Public Buildings and Grounds. Companion bill to H. R. 4545, Public No. 137.)
- 114—S. 1380 (*Mr. Reynolds*): To provide for cooperation of the Federal Government with colleges in providing additional facilities for the teaching of chemical engineering; to be administered by the Federal Security Administrator acting through the Office of Education. Limits the amount any one college may receive for this purpose to \$1,000,000. (Referred to Committee on Education and Labor.)
- 115—S. 1406 (*Mr. Thomas of Utah, by request*): To contribute to the defense of the Western Hemisphere against external aggression, and to promote the mutual understanding and insure the continental solidarity of the people of the American Republics by the interchange of students and professors. This bill would authorize the Secretary of War to select students from each American Republic who will benefit by attendance at the United States Military Academy and such other military educational institutions in the United States as he shall designate. The bill would authorize to be appropriated the sum of \$300,000 for the fiscal year 1942, \$600,000 for the fiscal year 1943, \$900,000 for 1944, \$1,200,000 for 1945, and \$1,500,000 for 1946 and each fiscal year thereafter. For the purpose of promoting interchange of students between the United States and other American Republics the bill also would appropriate one-third of the above amounts for the purpose of promoting an interchange of teachers and professors between the United States and other American Republics. It is provided that the funds to be appropriated shall be administered by a board of trustees consisting of the Commissioner of Education and six outstanding citizens of the United States appointed by the President, and that the Office of Education shall serve as the secretariat for the board. (Referred to Committee on Foreign Relations.)
- 116—S. 1407 (*Mr. Barbour*): To amend the incorporation act of Howard University. Would provide for the government of the university by a board of trustees consisting of 15 members, 6 of whom shall be selected by the United States Commissioner of Education, 6 by the alumni of the university, and the 3 remaining members shall be elected by the 12 trustees chosen as hereinbefore provided. (Referred to Committee on the District of Columbia.)
- 117—S. 1410 (*Mr. McCarran*): To provide a method of making payments to the States with respect to certain conservation, military, and naval lands, and power projects; the funds to be paid to the States and ap-

(Concluded on page 61)



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, *Editorial Assistant*



COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● The official map of the United States, 7 feet long and 5 feet high (see illustration), showing the boundaries of early additions to the United States, the location of the national parks, forests, Indian lands, and other Government reservations, both on the continent and in the territories and island possessions, and the public land survey system, has been prepared by the General Land Office and sells for \$2 a copy.

● In answer to the many requests for information about the various phases of radio, the Federal Communications Commission offers *Radio—A Public Primer* in which are treated such topics as the radio spectrum, radio frequencies, television, Marine aviation use of radio, and forest radio stations. Free.

● Standards prescribed by the Children's Bureau for the *Care of Children Coming to the United States for Safety Under the Attorney General's Order of July 13, 1940* (Children's Bureau Publication No. 268) cover care in family homes and in groups, in child-care agencies, and in reception centers. Standards for medical care are also included. Price, 10 cents a copy.

● Two short films, following the general theme of Power and the Land, have been released by the Rural Electrification Administration and are available for showing throughout the country: *Bip Goes to Town* and *The Worst of Farm Disasters*. The former is the story of a small boy on an unelectrified farm who learns through a trip to town on the milk truck what electricity can do for a farm. The latter tells the story of the farm fire hazard.

To obtain prints, address the Information Division, Rural Electrification Administration, Washington, D. C.

● For its exhibit at the Golden Gate International Exposition held in San Francisco, the Bureau of Public Roads had 35 dioramas which, by means of a mechanical device and mirrors, brought successively into view the pageant of the progress in transportation, beginning with the first landing of horses in the new world and ending with a representation of modern highways and their uses. These 35 scenes are reproduced in black and white in *Highways of History* and opposite each scene is printed the appropriate part of the spoken narrative which accompanied the



Official United States map.

Courtesy General Land Office

exhibit. Copies of this publication are available at 25 cents each.

● A reference book—the *United States Government Manual*—provides source material on the authority for and the organization and procedure of the Federal agencies and institutions. Price, 75 cents.

● *CCC Forestry*, a manual on forestry and forest work, was prepared to aid in both the instruction and learning phases of Civilian Conservation Corps education. It contains numerous photographs, pen-and-ink sketches, and charts. Bound in cloth it sells for \$1.

● On May 28, 1940, President Roosevelt, seeking to harness industry to the rearmament program, appointed a seven-member Advisory Commission to the Council of National De-

fense. *Defense—One Year*, issued by the Office for Emergency Management, reports on the progress made by that committee. 10 cents.

● Revisions of the following price lists of Government publications have been made by the Superintendent of Documents: American History and Biography, No. 50; Commerce and Manufactures, No. 62; Education, No. 31; Fishes and Wildlife, No. 21; Foods and Cooking—Canning, Cold Storage, Home Economics, No. 11; Government periodicals, No. 36; Health—Diseases, Drugs, and Sanitation, No. 51; Laws, No. 10; Political Science, No. 54; Public Domain, No. 20; Transportation—Railroad and Shipping Problems, Postal Service, Communications, Coast Guard, and Panama Canal, No. 25. Free.

An Experiment in Agricultural Training in the CCC

by George J. Finley, Research Assistant, CCC Camp Education

★★★ An experiment to ascertain the possibility of classifying certain CCC camps for agricultural training and assigning enrollees to such camps in accordance with their general background and need for this training was recently carried on at a Soil Conservation Service camp, SCS-18, Gordonsville, Va.

The experiment grew out of the discussions of the advisory committee on CCC Camp Education, as a result of which a special committee was constituted to conduct the demonstration. The committee consisted of representatives of the agencies involved, that is, the War Department, which is responsible for the administration of the camps, the Department of Agriculture, the Division of Selection, CCC, the Office of the Director of CCC Camp Education, and several specialists in rural and vocational education from the U. S. Office of Education.

It was decided to carry on a demonstration in the field of agricultural education, and for this purpose the camp near Gordonsville, which was doing soil conservation work in that area, was selected. At the time the study was made enrollments were carried on once each quarter, and it was planned to fill all vacancies with interested enrollees from farms and rural areas in Pennsylvania until the entire company was composed of rural enrollees.

Members of the special committee visited the camp and assisted the camp committee on education in making a job index of the various jobs which were carried on either in connection with the work project or with the maintenance of the camp. They also made an analysis of the equipment available for training and the supervisory personnel or other personnel from nearby communities who might act as instructors. Finally, they made a study of the surrounding area to determine the types



Enrollees learn methods to raise vegetables.

of farming which were practicable in the neighborhood of the camp.

The job index revealed that the men could be trained on the job in such work as truck driving, food preparation, clerical work, auto mechanics, blacksmithing, tractor and grader operation, use of the saw, axe, hammer, and carpenter's tools, constructing telephone lines and soil conservation practices.

The analysis of training facilities showed that there were office equipment, trucks, tractors, graders, and other mechanical equipment; a kitchen equipped with food service equipment; an infirmary; and a vocational shop containing 150 hand tools and power driven manual training equipment comparable to that of a small high school.

Of the 14 members of the supervisory staff, 10 were college men, 6 of whom held at least a bachelor's degree. Four had had teaching experience prior to their employment in the CCC, two of these having been instructors in agriculture. Eight of the fourteen had

previously been farmers. In addition to farming and soil conservation practices, the staff members were qualified to teach such other subjects as carpentry, woodworking, auto mechanics, surveying, blueprint reading, health, first aid, cooking, and the academic subjects.

Other agricultural specialists from the nearby community and the regional headquarters of the Soil Conservation Service at Spartanburg, S. C., were interested in assisting in the project. These included an agricultural engineer, an agronomist, a forester, 6 conservationists, a wildlife specialist, 12 technicians, 2 county agents, 3 Smith-Hughes teachers, and several local farmers. The majority of these assisted in planning the program and preparing instructional materials, although several acted as instructors.

The camp was in an area of 900,000 acres of Iredell Loam and there was an average of 180 to 200 frost-free days per year. Farms in the vicinity were

largely devoted to general farming, dairying, and animal husbandry. The camp had land available for a garden or poultry demonstration project. Two dairies were available for observation within a short distance of the camp as were also several horse-breeding farms and a large game farm.

Basic Training

The camp committee on education, with the assistance of the special committee and others, outlined the following plan for training. They considered that basic training should be given to all enrollees in health, hygiene, safety, citizenship, good work habits, attitudes, and discipline. A great deal of this training, of course, would be accomplished by precept and example, and by good administration with organized or group work held to a minimum.

They considered it essential that the enrollees be trained for efficiency in the jobs assigned while in camp. The successful operation of the work program and the maintenance of the camp required that such training be carried on, and it provided an excellent opportunity to train the men in certain skills. In addition to the normal job-training program which was already in operation, the committee decided to establish, insofar as possible, a promotion chart for the camp and to publish for the benefit of the enrollees the qualifications that would be required for all jobs and tasks in the camp. It was decided that those enrollees who were selected because of their interest in agricultural training would be assigned to field duties which would coincide to an extent with their interests, leaving to the field of organized class and project work those areas of training which could not be taught economically in connection with the job.

During the first quarter the enrollees were given an orientation course in agriculture to introduce them to the basic facts underlying the study of farming. This course was required for all enrollees, and was based on outlines prepared by a special committee of the Soil Conservation Service. After the preliminary 3-month course, the enrollees were given the option to select one

or more of the following subjects: Agronomy, farm management, farm engineering, farm mechanics, farm carpentry, animal husbandry, poultry raising. They were permitted to select an additional subject at any subsequent 3-month interval as a new group came to camp and new courses were started. Each of the subjects was taught by qualified instructors. The classes were supplemented by a number of field trips.

During the 15-month period of the experiment, 336 enrollees were specially selected from rural counties in Pennsylvania and assigned to the camp. According to the camp committee on education, less than 50 percent of these enrollees actually expressed interest of any kind in agricultural training. This attitude became more marked with each enrollment period, and of the 96 enrollees received in April 1941, only 9 were from farms in actual operation or were interested in further training.

It seems significant that 47 enrollees during the period were discharged from the camp to accept employment in agricultural pursuits which they were not capable of holding prior to their camp experience. In addition to this group, there were some who served

their 6-month enrollment period and went into agricultural work but about whom there is no definite information, due to the difficulty of following up an enrollee after he leaves camp and returns to another State.

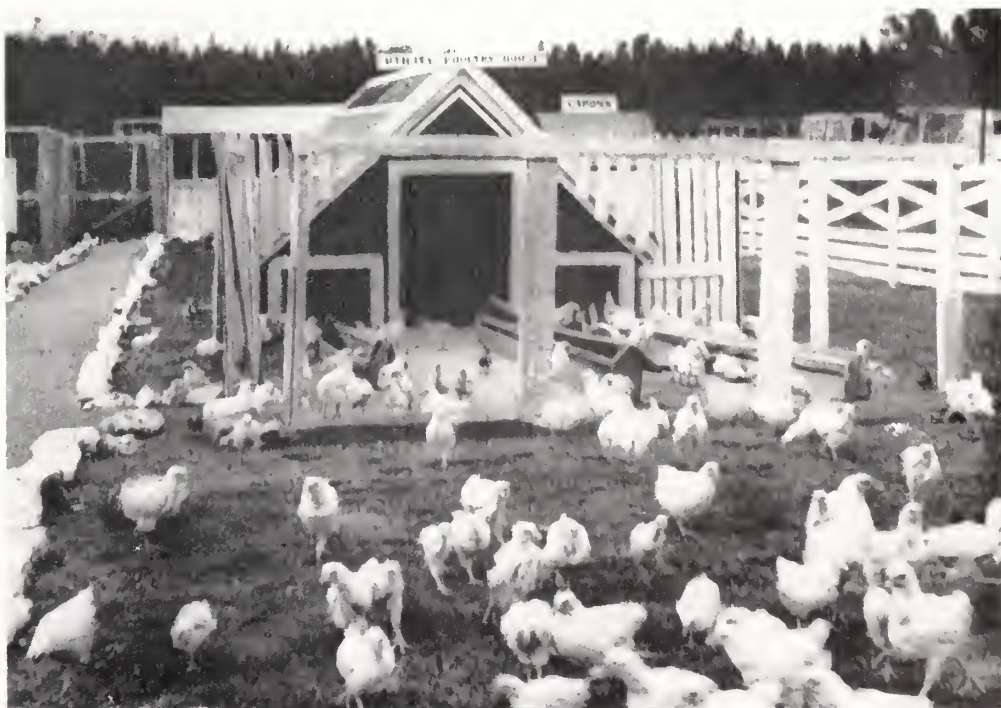
In a report submitted at the conclusion of the experiment, the camp committee on education pointed out that while competent instructors and adequate classroom facilities were available, there were several serious handicaps in conducting an effective training program in that there was a lack of demonstration and practice facilities and of sufficient time for training. The enrollees, by the way, were given from 5 to 8 hours of instruction in agriculture and related subjects each week. Moreover, the difficulty of securing rural enrollees who were interested in the training program and the instability of the enrollees' length of service in camp were also detrimental to the program.

Social Significance

However, in spite of these drawbacks, the committee stated: "The camp committee is of the decided opinion that the direct assignment of enrollees to special types of camps is entirely feasible."

(Concluded on page 54)

Poultry project.



Association for Childhood Education

by Mary Dabney Davis, Senior Specialist in
Nursery-Kindergarten-Primary Education

The 1942 convention of the Association for Childhood Education is to be held in Buffalo, N. Y., and will initiate the fiftieth anniversary celebration of the association. Plans are under way for the 465 branch associations to celebrate this anniversary year with different types of projects concerned with school and community needs and interests.

Children, Teachers, and Today's Crucial Problems was the theme of the annual conference of the Association for Childhood Education. This was developed from the 1940-41 resolutions which dealt with democratic living, evaluating school practices, providing school opportunities for children below the age of 6, and improving conditions in the community.

These resolutions stimulated thinking during the four major opportunities for discussion and exchange of experience provided by the general organization of the conference—*Study Classes, The Studio*—a unique contribution of the association to convention planning, where first-hand experience was offered in the fine and industrial arts, in creative writing, music, and the dance, dramatic art and science; *Interest Groups*, where attention was focused upon problems of instruction at the nursery school, kindergarten, primary, and upper school levels; and *Consultation Hours*, during which individual conferences were scheduled with chairmen of association committees and officers representing different school levels.

Throughout the convention the trend of thought indicated that any and all efforts to further democratic living, to understand people at home and abroad, and to prepare effectively for the individual and group adjustments that inevitably will follow the present emergency, must start in early childhood.

Topics of the 12 study classes for which the 1,100 delegates and members attending the convention registered, included classrooms as an influence upon the democratic living of children and adults, cultural relations in our own country and within the Americas, the relation of youth problems to childhood education, relationships between citizen groups and the schools, religion as a resource in daily life, the arts as stabilizing factors in the lives of children and adults, language and literature as means of understanding and relaxation, providing recreation for wholesome living, and problems of finance, of mental health, and of migratory, relief, and low-income groups.

Chief emphases in the addresses at general meetings were closely related to the work of the study and studio groups. The affirmative answer to Doris Gates' question, Must our children too become sociologists? was illustrated with reference to current children's books showing the need for removing barriers of social isolation. And T. V. Smith asked and answered a fundamental question in the address which opened the conference. Can a democracy discipline itself effectively enough to protect itself against those who seek to destroy it? was his question. His answer was "yes." But disciplines were cited as needed for survival. These disciplines included a cooperative search for beauty, healthy skepticism, studies of science in the quest for truth, and developing increments of goodness inherent in all mankind.

Three new officers elected to the executive board include the president, Marjorie Hardy, elementary principal of the Germantown Friends' School in Pennsylvania; the vice president representing nursery schools, Helen Christianson, of the University of California

at Los Angeles; and the vice president representing kindergartens, Maimie Heinz, a teacher in the Atlanta, Ga., public schools. Officers continuing in office are vice president representing primary grades, Mary L. Leath, elementary supervisor of Memphis, Tenn.; secretary-treasurer, Irene Hirsch, State Teachers College of Buffalo, N. Y.; and the executive secretary, Mary E. Leeper.



With the CCC

(Concluded from page 53)

ible and the real solution to the problem of CCC camp education. This is even more true of fields other than agriculture, though the latter is also practicable with the correction of the deficiencies noted above. For example, the average camp attempts from 4 to 10 different types of training, more than a well-ordered high school which has its pupils 6 hours a day. This is necessary in order to meet the needs and wishes of the heterogeneous group in an average camp.

"As a result, the courses must be limited in their scope. Whereas, for example, if all the boys in a particular section or district who were interested and had the aptitude and ability in one subject, say electricity, were grouped in one camp, the results would be much better. The camp committee could concentrate on equipment, interest, and everything necessary to a successful course. The fact in itself that everyone in camp had a common interest would bring out the best in each individual."

While this demonstration and others now being carried on in CCC camps in the field of agricultural training are not entirely successful due to a number of circumstances, they are not without a vital social significance. The possibility of using the Civilian Conservation Corps to train young farmers in better agricultural methods, particularly in the fields of soil and forest conservation, is one that should be carefully considered by educators and conservationists alike.

With the U. S. Office of Education

(Concluded from page 35)

U. S. Office of Education Estimates for the School Year 1941-42

Approximate number of elementary pupils:	
Public.....	18, 482, 000
Private.....	2, 225, 000
Total.....	20, 707, 000
Approximate number of high-school pupils (4 years):	
Public.....	6, 834, 000
Private.....	500, 000
Total.....	7, 334, 000
Number entering the first grade for the first time:	
Public.....	1, 890, 000
Private.....	200, 000
Total.....	2, 090, 000
Kindergarten enrollment:	
Public.....	625, 000
Private.....	40, 000
Total.....	665, 000
Number of elementary school teachers:	
Public.....	625, 000
Private.....	75, 000
Total.....	700, 000
Number of high-school teachers:	
Public.....	315, 000
Private.....	35, 000
Total.....	350, 000
Number of one-teacher schools.....	
Number enrolled in one-teacher schools.....	
2, 520, 000	
Number of pupils to be trans- ported at public expense.....	
4, 600, 000	
Estimated number to be grad- uated from public and private schools:	
Eighth grade.....	1, 900, 000
High school.....	1, 275, 000
College.....	175, 000
Enrollment of all institutions of higher education.....	
1, 450, 000	
College freshmen.....	
400, 000	
Graduate students (included above).....	
100, 000	
Number of masters degrees granted.....	
25, 000	
Number of doctors degrees granted.....	
3, 200	
Instructional staff in institutions of higher education (not in- cluding officers).....	
110, 000	
Enrollment in public night schools.....	
1, 400, 000	
Enrollment in part-time and continuation schools.....	
450, 000	

Statistical Information

CIRCULARS giving latest statistical information in certain fields have been prepared by the Statistical Division of the U. S. Office of Education and are available upon request.

These include the following titles:

Expenditures Per Pupil for Fixed Charges and auxiliary Agencies (Large City School Systems), Circ. 192.

Survival Rates of Pupils (Fifth Grade Through College), Circ. 193.

Expenditures Per Pupil for Operation of Public-School Plant (Average on State-wide Basis), Circ. 194

One-Room Schools and Transportation of Pupils, Circ. 195.

College Salaries, Circ. 196.

Age and College Year of Men Students, Circ. 198.

Expenditures Per Pupil for Operation of School Plant (Large City School Systems), Circ. 199.

Write U. S. Office of Education for free copy as long as supply lasts.

Food Preparation Centers

A program of direct concern to school superintendents in many areas is being developed by the Rural Electrification Administration, in cooperation with other governmental agencies, including the U. S. Office of Education, as a concrete aid to the Nation's defense nutrition efforts. According to M. L. Wilson, Director of Nutrition for Defense, it will form the nucleus for a Nation-wide drive to improve rural diets, not only for the immediate and urgent needs of the defense emergency period, but for a permanent long-term aid to national health.

The program calls for the establishment of food preparation centers in the rural school serviced by REA financed electric power lines in 2,300 counties of 46 States. It is planned that the centers, electrically equipped, will be available for preparing school lunches and for home demonstration agents and other educators to teach adult groups better nutritional practices. These centers also will be designed to serve community needs for grinding whole-wheat flour and other whole-grain

foods, for dehydrating fruits and vegetables, and for other food processing.

To the extent that schools served by REA lines are interested, REA electric systems in the various localities will be authorized to make loans to such schools at low interest rates for purchasing the necessary equipment. A number of electrical appliance companies have agreed to make the equipment available to the schools at greatly reduced prices.

Ten regional conferences will be conducted for State nutrition experts, school superintendents, local REA managers, and Federal officials to formulate procedure.



39 Scripts

A limited number of the National Park Service's radio series, *America's Hours of Destiny*, are now available for use in school classrooms and libraries. The 39 scripts, covering high points of America's history from days of colonization to the Wright Brothers' flight in 1903, have been used in universities, colleges, secondary and elementary schools by classes in history, civics, drama, radio, and oral English. Sets may be obtained by writing to the Office of Information, National Park Service, Department of the Interior, Washington, D. C.



Social Studies Teachers

Social studies teachers from all parts of the United States will meet this year at Indianapolis for a 3-day convention beginning November 20. Anyone interested in teaching the social studies in elementary and secondary schools is invited to attend. The meeting is an annual event of the National Council for the Social Studies, a department of the National Education Association.

Supplementing the usual program of addresses, panel discussions, and visual-aids demonstrations, there will be two special features this year: (1) Seventeen simultaneous seminar study groups on practical classroom problems in teaching the social studies; and (2) a symposium on citizenship education sponsored jointly by the National Council and the National Foundation for Education in American Citizenship.



THE VOCATIONAL SUMMARY

by C. M. ARTHUR, *Research Specialist, Vocational Division*



A. V. A. Meets December 10-13

The contribution of vocational education to national defense, expansion of existing vocational education and industrial arts programs to meet increasing public demands, and the part which vocational education can plan in a long-term program of education for work, will be discussed at the annual convention of the American Vocational Association in Boston December 10-13.

Arrangements for the convention are being made by a committee, of which Philip J. Spang, teacher in the Boston Boys' Trade School and president of the Massachusetts Vocational Association, is chairman. Dr. R. O. Small, director of vocational education in Massachusetts, is chairman of the honorary convention committee.

Headquarters for the convention will be the Statler Hotel, where the convention sessions, as well as the sessions of the annual meeting of State directors of vocational education, scheduled for December 8 and 9, will be held.

The first day of the State directors' meeting will be devoted to a discussion of problems relating to vocational education presented by the U. S. Office of Education, to be led by Dr. J. C. Wright, Assistant Commissioner for Vocational Education.

Commenting on the theme for the convention discussions, L. R. Humphreys, teacher-trainer in agricultural education for the State of Utah, and president of the American Vocational Education, says: "Every division of vocational education now is in the front line of national defense. New opportunities for service and general and specific problems that face us will be presented by national leaders in a well-rounded, helpful convention program. National defense participation has now expanded actively into the fields of home economics, agriculture, business and distributive education, and vocational rehabilitation, as well as defense job training and industrial arts education. Never before in the history of vocational and industrial arts education has a greater opportunity for service come to us."

Weighed and Found Wanting

To secure data on the local factors to be taken into consideration in adjusting the high-school curriculum to meet the needs of rural youth was the objective of a survey recently conducted in Bay County, Mich.

Specifically, the survey was designed to find out with respect to rural youth:

1. Why many of them do not finish high school.

2. Why they leave the farm.

3. The types of guidance needed by them.

4. Their recreational needs.

This survey, which was made for the purpose of developing a plan for setting up occupational information and guidance services in rural schools, brought to light many interesting facts.

It showed that one of the deterrents toward marriage in rural areas is lack of employment and finances; that 77 percent of the youth surveyed were born in Bay County; that only 11.7 percent were high-school graduates; that the courses taken by them indicated that they had received little guidance; that the location of high schools and lack of adequate facilities prevented farm boys and girls from securing adequate training in agriculture and homemaking; that a large percentage indicated a desire for vocational training; that either they do not have much opportunity for advanced education or are not utilizing what opportunity they do have; that 50 percent had never held a job; that schools and employment agencies have done little to assist them in finding employment; and that comparatively little has been done to insure recreational facilities for them.

The findings of the Bay County survey, which are incorporated in Official Miscellany No. 2045 of the Michigan State Board of Control for Vocational Education, Lansing, Mich., "should be helpful to other communities interested in helping rural youth to more satisfactory vocational adjustment and improved home and community living."

Eveleth Trains Guides

A unique course for guides and cabin resort helpers has been conducted during the past 2 years at Eveleth, Minn., by Roy Teller, junior high school instructor in that city.

Eveleth is a mining town on the Mesabi Range and is the gateway to a large area of lakes and forest which is rapidly becoming a vacation haunt for camping and fishing parties. But those who do not know the area must rely on guides to take them over the trails and portages and down the rivers that lead to the lakes; and until the Eveleth course was started there were not enough guides to supply the demand.

Prospective enrollees in the Eveleth course are required to pass a written test of 25 questions pertaining to woodcraft and fishing. The course covers the handling of boats and motors, and motor repairing; the buying of groceries to assure balanced meals for camping parties; simple camp cooking and the care of cabins; various kinds of fishing, including bait casting and reel and fly fishing, bait for game fish, and different types

Graduates of agricultural apprenticeship course in Hillsdale, Mich., receive their diplomas from Harry E. Nesman, Michigan State supervisor of agricultural education.



of lines; water safety, including first aid, how to bring a person out of the water, how to break a death grip, and artificial respiration.

Those who took the course last year made a final camping trip at the end of the training period, to Silver Rapids, north of Ely, Minn. They traveled up the North Keweenaw River, made three portages and paddled to Bald Eagle Lake after crossing Gabro Lake, and made camp. Forty-eight of them in all, they were divided into groups of five, each group pitching its own tent, making balsam beds and camp fires, and doing its own cooking. From their camp base they went into various parts of the lake for fishing for the remainder of the trip.

Of special interest is the action of four of the largest tackle manufacturing establishments in the country in loaning or giving rods, lines, baits, and reels for use in connection with the course.

The National Youth Administration enrollees who completed the first year's course, which was sponsored by the Eveleth public schools and financed by the State department of education, found employment in resorts in Minnesota, Wisconsin, and Michigan. They were placed by the Minnesota Conservation Department.

Red Cross Certificate Required

A two-year course in home nursing is required for all prospective home economics teachers in the University of Idaho. The instructor in this course is a registered nurse with a college degree. As a part of the instruction students are required to complete a first-aid course entitling them to a Red Cross certificate. The modern infirmary at the university is used by students in securing practical experience in connection with the nursing course.

Brazil Wants Technical Teachers

Specialists in woodworking, domestic arts, construction of internal combustion engines, construction of aircraft, design, and production of industrial art and leather work, metal working, casting, electro-chemistry, stone working and plastering, tanning, iron, steel, and glass production, and in other similar fields, are wanted as teachers in Brazil.

The U. S. Office of Education has been asked by the U. S. Employment Service to assist in making known these opportunities for Brazilian positions.

Those interested in the South American positions may secure information in regard to them from their local public employment offices. Attention is called to the statement of the U. S. Employment Office that salaries in the teaching positions will be comparable to those paid in the United States, that round-trip transportation will be furnished by the Brazilian Government, that employment will last a minimum of 1 year with probable option to renew, and that a knowledge of the Portuguese, Italian, Spanish, French, or

German language is preferable but not obligatory. The announcement of the Employment Service also indicates that living expenses are considerably less in Brazil than in the United States, and that the rate of foreign exchange is favorable to the United States.

They Want To Know

Evidence that women are interested in securing help in buying electrical equipment and information concerning its use and care, is borne out by the success of an adult education class on that subject held last year in Fowler, Ind.

This class was set up on request of local women. The area home economics representative of the Rural Electrification Administration program in Benton County, in which Fowler is situated, and the home economics teacher in the local school, planned a program involving a day and an evening of instruction, and invited county women to attend. Invitations were sent to women's clubs, church groups, and farm bureau groups. A large number of women and several men attended the combination instruction-demonstration program, which was in reality a community project.

Michigan Inaugurates Farm Apprentice Plan

Apprenticeship training in agriculture became a reality in Michigan with the completion of the first organized agricultural apprenticeship program sponsored by the State board of control for vocational education.

Under the provisions of the Michigan plan an agricultural apprentice is a young person 16 years of age or older, who enters into a written agreement approved by his employer, parent, and the local school authorities, covering the terms of his training. This agreement provides for his employment in an approved program of farming which must include at least 100 hours of related instruction in a high-school vocational agriculture department and must be continued for a minimum of 2 years' full-time or 3 years' half-time farming. In effect it calls for a program of supervised farm practice as provided under the Smith-Hughes Act, on an apprenticeship basis.

"To be eligible for agriculture apprenticeships," says Harriett H. Carr, supervisor of publications for the Michigan State Board of Control for Vocational Education, "boys must be physically fit, socially adapted to farming, and must serve a 3-months' probationary period. For the most part, the Michigan agricultural apprentices are boys who have left full-time school. These youth may continue with their regular high-school instruction on a part-time basis and graduate if they wish. Special adaptations in regard to the time spent in apprenticeship are made for boys who have not completed high school and wish to do so.

"Instruction is given at group meetings,

the local teacher of vocational agriculture usually being responsible for the supervision and teaching work and for the coordination of the apprenticeship program. Each apprentice is provided with a record book, in which the different types of farm work he carries on month by month are entered. This record is valuable to him in securing placement after he has finished his training program. The apprentice is awarded a diploma upon completion of his apprenticeship, which indicates the length of time he spent in the apprenticeship program and the proficiency he attained.

"No set apprentice wage is stipulated under the Michigan plan, but it is assumed that the compensation will include board, lodging, washing, mending, and some cash remuneration.

"The local superintendent of schools is responsible for the establishment of the course in the local school system. He is responsible, also, for making a survey to ascertain in advance the farming opportunities and related agricultural occupations open to young men who enroll for the apprenticeship training.

"The Michigan agricultural apprenticeship plan provides, also, for the appointment of a local advisory committee consisting of the local superintendent of schools or principal, the instructor for the apprenticeship program, the county agricultural agents, the 4-H Club agent, and one or more successful farmers, to assist in the selection and placement of candidates for apprentice training and with other problems connected with the program."

Each of the Hillsdale apprentices received classroom instruction in the high-school farm in management, farm marketing, farm credit, accounting, sanitation, disease control, and in approved practices in major enterprises, as well as in poultry and egg production, dairying, swine production, soil testing and management, fertilizers, and sheep care and management, according to the report. And what is of special interest is the fact that every one of these boys reported when they were graduated from the apprenticeship course that they had already become established as tenant farmers and were planning to become farm owners.

Commenting on the Michigan agricultural apprenticeship program, George H. Fern, director of the State board of control for vocational education said recently:

"This program offers an opportunity to the youth who desires to make farming his work. Through apprenticeship training young persons may secure actual farming experience as well as technical knowledge. The farm provides the work experience, the school the related technical knowledge. Youth who spend 2 or 3 years as agricultural apprentices are adequately prepared for their occupational life without the loss of time, effort, and expense incident to adjustment in farming without previous training."



EDUCATORS' BULLETIN BOARD



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New Books and Pamphlets

Report Writing

Annual Reports and How to Improve Them. Edited by Mary Swain Routzahn. New York, Social Work Publicity Council (130 East 22d St.), 1941. 20 p. 50 cents. Mimeographed.

A bulletin on how to write an annual report; includes suggestions for selecting titles and themes, for making figures talk, for combining reporting and interpretation, and for organizing the departmental report.

Dental Health

Your Child's Teeth. Prepared by Vivian V. Drenckhahn and C. R. Taylor, with the assistance and approval of the committee on dental health education of the American Dental Association. Approved by the U. S. Public Health Service. Chicago, Ill., Bureau of Public Relations, American Dental Association, c1940. 40 p. illus. 10 cents, single copy.

Prepared for parents and teachers of children from the preschool age through elementary school age group; traces the growth of teeth and indicates the important relationship of dental health to the child's development.

Community Relationships

Community Contacts and Participation of Teachers. An analysis of the community relationships of 9,122 public-school teachers selected as a national sample, by Florence Greenhoe. Washington, D. C., American Council on Public Affairs, 1941. 91 p. \$1.50.

Major interest in this study centers about four points: teacher mobility, social fitness for teaching, teacher reaction to community conduct codes, and teacher participation in organized community life.

Guidance

Finding Yourself in High School. Problems of Junior and Senior High School Pupils. Frank Jones Clark, editor. The Fourth Yearbook of the Washington High School Principals' Association, 1940-41. Seattle, Wash., 1941. 112 p. \$1 single copy. (Order from Frank Jones Clark, Washington High School Principals' Association, Broadway High School, Seattle, Wash.)

Practical guidance material for principals and counselors. Pupils' edition (containing only material of interest to the pupil) is available for 80 cents, single copy, or 60 cents each in lots of 10 or more.

Plays for Children

Footlight Fun, a Book of Plays for Grades Six to Ten, by Sallie Coulter. New York, Silver Burdett Company, 1941. 216 p. illus. \$2.36.

Four plays with complete working directions for lighting, make-up, costumes, etc. The plays: The Knight of the Turkey Feather, a modern fantasy; Mischief on Olympus, a satire; Reindeer on Relief, a Christmas play; Honorable Aladdin, a success story in the Chinese manner.

Handwriting

Solving Handwriting Needs . . . as we see them today, by Dr. Frank N. Freeman. Columbus, O., Zaner-Bloser Co., 1941. 36 p. illus. 10 cents.

Contents: Left-handed writers should be tested and taught.—Manuscript writing meets needs in grades 1 and 2.—Skill periods provide necessary balance in handwriting instruction.

Reference Books

Main Highways to Knowledge; a Study Guide to Reference Books. By John L. Hinds. Wichita, Kan., The McGuin Publishing Co. 1941. 118 p. 17 cents a copy, plus postage.

A workbook in the use of libraries and reference books, organized for high-school students.

Recreation

Recreational Research, by G. M. Gloss. University, La., 1940. 63 p. \$1. (From G. M. Gloss, Associate Professor, University, Louisiana.)

A compilation of available studies, opinions, reports, books, and other useful recreation materials; includes a bibliography (p. 47-62) and a bibliography of recreation bibliographies.

Industrial School Survey

Survey of the Boys' Industrial School, Lancaster, Ohio. Made for the State of Ohio. Department of Public Welfare, by T. C. Holy and G. B. Stahly with the assistance of the Survey Staff and cooperating committees. Columbus, Ohio, The Ohio State University, 1940. 275 p. (Bureau of Educational Research Monographs No. 24.) \$1.50 paper, \$2 cloth.

A comprehensive survey of the institution with specific recommendations for the future program.



Recent Theses

GOSSARD, ARTHUR P. Administrative provisions for superior and backward children in the public-school system of 10 large cities. Doctor's, 1940. University of Chicago. 172 p.

HACKLEY, ANNIE B. A study of errors and remedial reviews as means of improvement of instruction in third semester algebra. Master's, 1940. Hampton Institute. 57 p. ms.

HAGGERTY, EARL J. An evaluation of certain mental tests used as measures of read-

ing capacity. Master's, 1940. Boston University. 76 p. ms.

HALPRIN, JACK. The teacher tenure problem. Master's, 1940. New Jersey State Teachers College. 75 p. ms.

LAWSON, DOUGLAS E. Curriculum development in city school systems. Doctor's 1939. University of Chicago. 238 p.

MOHR, ROSE L. An analysis of recent materials concerning methods of teaching the typewriter keyboard. Master's, 1940. George Washington University. 55 p. ms.

MUNYAN, VIOLA L. The development of a course of study in homemaking for fifth, sixth, seventh, and eighth grade girls. Master's, 1940. University of Maine. 158 p. ms.

NOTT, CHESTER W. A procedure for evaluating and projecting improvements in a local syllabus for senior high school English. Master's, 1940. Syracuse University. 127 p. ms.

PHELAN, SISTER MARY BENEDICT. Visual perception in relation to variance in reading and spelling. Doctor's, 1940. Catholic University of America. 48 p.

RHODES, CHARLOTTE D. Diagnostic study of third-grade reading difficulties with suggestions for remedial instruction. Master's, 1940. Texas College of Arts and Industries. 91 p. ms.

RICE, ARTHUR J. A survey of the intelligence and achievement scores of white and Negro children entering the junior high schools of Louisville in September 1938. Master's, 1940. University of Louisville. 162 p. ms.

RUST, EDNA N. A study of spelling errors made on a fifth-grade achievement test. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 75 p. ms.

STOCKER, CHESTER G. Teacher load in public secondary schools. Doctor's, 1940. University of Pennsylvania. 82 p.

SWIFT, FREDERIC F. A correlation of Kwal-wasser-Dykema test scores earned by siblings. Master's, 1940. Syracuse University. 157 p. ms.

WEEDEN, CLARICE J. World history for civic purposes. Master's 1940. Boston University. 95 p. ms.

WELLS, DOROTHY. A study of the reading habits and attitudes of the socially maladjusted junior high school child. Master's, 1940. Syracuse University. 54 p. ms.

WILLIAMS, NANNIE M. M. A survey of guidance in the accredited high schools of Virginia. Master's, 1940. George Washington University. 93 p. ms.

ZIM, HERBERT S. Science interests and activities of adolescents. Doctor's 1940. Teachers College, Columbia University 256 p.

Financing Public Schools in Wyoming

by Timon Covert, Specialist in School Finance

★★★ The income from the Wyoming permanent public-school fund and unsold public-school lands amounted to more than \$10 per census child (ages 6 to 21 years) for the school year 1939-40. This is fully 50 percent more per child than any other State realizes from such sources. The total amount of State funds provided for each pupil and the percentage of all funds for the public schools in Wyoming which were derived from State-wide sources, however, were considerably less than the corresponding total and percentage in each of several States.

Units for School Administration and Support

The State of Wyoming, like every other State, exercises general oversight and control over the public schools. In other words the State is the final authority in all matters pertaining to public-school administration and finance, but the counties and local school districts carry the State's education program into effect, and the revenues for education are raised in part by the State government, in part by the counties, and in part by the local school districts.

Each of the 23 counties constitutes a unit for certain school administrative functions and for raising school revenue. A superintendent of schools elected on a nonpolitical ballot serves as the county school executive officer and with certain other county officers establishes and revises school district boundary lines. County school taxes are levied by a board of county commissioners.

The local school district, however, prevails as the predominant unit for school administration and support. There are three types of local school districts in the State: Small districts, most numerous and chiefly rural; about 20 first-class districts, each having a

school population of 1,400 or more; and about 15 high-school districts, each of which usually embraces more than one elementary district. The amount of school funds to be raised locally for various items of expense and the extent of other business to be conducted in the school district are determined by the voters at an annual meeting. The execution of the district's business transactions is a duty of the local board of education.

Sources of the School Revenues

From the State Government

Besides biennial appropriations to match funds allotted to the State by the Federal Government for vocational and rehabilitation education, the State of Wyoming has two school funds for annual distribution to the public schools. The source of each fund and the method for its apportionment is set forth in the law.

The school land income fund.—The State has a permanent school fund which exceeds \$20,000,000. This fund has been built up chiefly from the sale of lands granted to the State by the Federal Government. Not all of the land, however, has been sold. Approximately 3,000,000 acres of unsold school lands belong to the State. The income from these two sources for the year 1939-40 amounted to \$812,685.82, or as already stated, approximately \$10 for each child of school age in the State.

The equalization fund.—Legislation was enacted in 1935 which provided a plan of equalizing the costs of a foundation education program among the elementary and high-school districts of the State. The law was revised and expressed in greater detail in 1939. Previous to the revision \$287,000 was allotted annually to the equalization fund from the proceeds of a State sales tax. The legislature in 1939, however, made an appropriation of \$100,000 for

the biennium ending March 31, 1941, from the general fund of the State for this purpose. The fund is administered, at a cost not to exceed 1 percent of the amount of the fund, by the State superintendent of public instruction and the State board of education.

For vocational education.—A biennial appropriation is made for vocational education and another for civilian rehabilitation. These funds are administered by the State board of education acting as the board for vocational education. The sum of \$37,000 was appropriated for the biennium ending March 31, 1941, for vocational education and \$15,000 for rehabilitation.

From the Federal Government

In common with all States, Wyoming receives funds from the Federal Government for vocational education and civilian rehabilitation. The schools of Wyoming, however, receive financial assistance from other Federal Government funds which benefit the schools of some but not all States. This is due to the fact that grants from these funds are restricted to the States or localities of their origin. One of these funds is a significant source of income for the public schools of Wyoming. It consists of receipts from rentals and royalties paid to the Federal Government as rentals of mineral lands in the public domain and as royalties on the production of coal, phosphate, oil, oil shale, gas, and sodium from such lands. The law under which these leases are made (Public, No. 146, February 25, 1920) provides for the allotment of 37½ percent of the receipts to the respective States within whose boundaries the leased lands or deposits are located. The law specifies that the grants are for the construction and maintenance of public roads or for the support of public schools or other public educa-

tional institutions as the legislature of the respective States may direct. Other incomes for the public schools of Wyoming received from the Federal Government are allotments from the receipts from the sale of lands in the public domain, from timber and grazing rights in the national forest reservation, and from grazing rights in national grazing districts in the public domain. These are of less significance—being smaller in amount—and benefit the schools of certain counties only, since they are restricted to the counties, as well as the State, of their origin.

From the County

1. Each county board of commissioners is required to levy a tax on the general property within the county, not to exceed 3 mills on the dollar of the assessed valuation, sufficient to produce \$300 for each teacher and school bus driver in the county, as approved by the proper officials according to provisions in the law.

2. The proceeds of fines imposed under general laws of the State are paid to the county treasuries where assessed for the benefit of the respective county school funds.

3. Each county includes in its general budget sufficient funds for salaries and other expenses of the county superintendent's office.

From the School District

1. The qualified electors of a school district are authorized to vote a tax for elementary school purposes not to exceed $3\frac{1}{2}$ mills on the dollar of assessed valuation, and when properly notified that a higher rate is an issue, may, with a 51-percent majority, vote not to exceed $8\frac{1}{2}$ mills on the dollar. The district which maintains elementary and secondary grades may vote an additional 2-mill levy for high-school purposes. Districts organized for high-school purposes only may vote not to exceed 5 mills for current expenses and 10 mills for current and building purposes.

2. A poll tax of \$2 on each person between the ages of 21 and 50 years inclusive is levied for local school purposes. This tax is administered by county fiscal officers for the respective school districts within each county.

Apportionment of School Funds

State School Funds

Incomes from the permanent school fund and school lands.—Incomes from these two sources constitute a single fund. In March and September of each year, any moneys in this fund are apportioned to the several counties of the State in the proportion that the number of children between the ages of 6 and 21 years in each county is to the total number of children of such ages in the State. Computations for the apportionment are made under the direction of the State superintendent of public instruction on the basis of the last preceding annual school census reports from the county superintendents of schools.

The transfer of funds from the State treasury to the respective county treasuries is made by the State auditor in accordance with requisitions of the State auditor in accordance with requisitions of the State superintendent of public instruction. To the money thus received by each county is added any receipts in the county treasury from fines. The total constitutes the county school fund for distribution by the county superintendent of schools to the respective school districts upon the basis of the school census.

The equalization fund.—The equalization fund is used to assist any school district which is unable to support the foundation education program, as defined by law, with all other available revenues (State funds apportioned on the school census basis, Federal Government funds and \$300 per teacher from the county school tax) including the proceeds of a local district tax the rate of which depends upon the grades of school maintained by the district as follows: Elementary grades only, $3\frac{1}{2}$ mills on the assessed valuation; elementary grades and provision for high-school facilities in the home district or tuition payments for high-school pupils to another district, 5 mills; high-school grades only, $1\frac{1}{2}$ mills.

Vocational and rehabilitation education funds.—Funds provided by the State for these purposes with those allotted to the State by the Federal Government for the same purposes are

used to assist localities and for supervisory work by the State under the direction of the State board of education.

Special education funds.—Funds which are provided for special education are used, under the direction of the State board of education, for the education and training of children afflicted with physical and mental handicaps. The staff of the State superintendent includes a supervisor of special education and one for the education of the deaf and blind.

Federal Government Funds

Grants from incomes of mineral and oil lands in Wyoming.—The moneys ($37\frac{1}{2}$ percent of the royalties from mineral and oil lands in the public domain in Wyoming) paid annually to the State by the Federal Government are allocated by the State as follows:¹ 41 percent for highway construction and maintenance; 9 percent for State university building construction and maintenance; 50 percent for salaries of public-school teachers and drivers of school transportation vehicles.

The part allocated to the public schools is distributed to the respective counties according to the approved number of teachers and bus drivers employed in each during the preceding year. The number of high-school teachers in a county is multiplied by $1\frac{1}{2}$ in making the computation.

Grants from incomes from national forest reserves and grazing districts.—Revenues from these sources benefit the schools of certain counties only. The moneys paid to the State by the Federal Government from national forest reserve incomes (25 percent of the annual receipts, derived chiefly from timber and grazing rights, from each national forest reserve is paid to the State or Territory in which the reserve is situated, to be used as the legislature thereof may prescribe, for the benefit of the public schools or public roads of the county or counties in which the forest reserve is situated) are transferred by the State to the counties en-

¹This distribution is for any amount received up to \$4,000,000. The law provides a somewhat similar distribution for any excess amount.

titled thereto in proportion to the acreage of national forest reserve in them respectively. The State law authorizes the county commissioners of any county, which receives such moneys, to allot same to the county road fund and the county school fund with the provision that neither fund be allotted less than 5 percent of the county's total.

Grants, quite similar to those from the incomes from the forest reserves, are made by the Federal Government from the receipts from national grazing districts. The State law provides that the moneys from these grants shall be allotted in part to the public schools of the counties containing such districts.

County School Funds

Each county has two school funds for apportionment during the year. One consists of the county's share of the income from the State permanent school fund and school lands plus the receipts from fines in the county.² The other consists of the proceeds of the county general property tax for schools.

Incomes from State permanent school fund and school lands and from fines.—The moneys derived from these sources² are distributed within each county, upon order of the county superintendent of schools, among the several school districts according to the number of children of school age in each such district. The law provides that any high-school district (one organized for high-school purposes only) shall be entitled to the per capita distribution for every child who resides within such district and is enrolled in the high school.

Proceeds of the county school tax.—The moneys from this source are distributed among the school districts of the county, upon order of the county superintendent of schools, according to the number of teachers and school bus drivers employed in each such district. The law defines, for the purpose of determining the amount to which a district is entitled from this fund, the method of computing the number of teachers and the number of school bus drivers.

² Certain counties receive moneys from the incomes from national forest reserves and grazing districts which are added to their school funds.

Amount of funds for the public schools of Wyoming by sources for the school year 1939-40¹

From the State government:

(a) For distribution to local school districts:	
Income from the permanent school fund and school lands.....	\$812,685.82
General fund appropriations: ²	
1. For the equalization fund.....	197,999.95
2. For vocational education.....	8,816.32
3. For civilian rehabilitation.....	7,143.30
4. For special education ³	2,800.00
(b) For the State department of education:	
General fund appropriations:	
1. For all purposes of administration and supervision except the vocational and rehabilitation programs.....	9,090.00
2. For administering the vocational education program....	18,435.91
3. For administering civilian rehabilitation.....	1,981.18

From the Federal Government:

(a) For distribution to local school districts:	
Royalties from mineral and oil lands.....	321,790.20
Incomes from national forests.....	19,538.43
Incomes from national grazing districts.....	20,034.41
Allotment for vocational education.....	87,267.96
Allotment for civilian rehabilitation.....	6,986.54
(b) For the State department of education:	
Allotment for administering vocational education.....	19,753.94
Allotment for administering civilian rehabilitation.....	2,283.63

From the County:

(a) For teachers' and bus drivers' salaries.....	951,647.10
(b) For expense of county supervision (includes salaries, office expense and travel).....	4302,118.58

From the Local School Districts:

For current expense, capital outlays, and all other expense combined.....	2,957,068.83
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¹ Data supplied by Esther L. Anderson, State superintendent of public instruction, Cheyenne, Wyo.

² Less amounts for administration purposes.

³ Tuition is paid from this fund for some children attending school in other States.

⁴ Paid from county general fund.

Local school district funds.—Moneys raised locally or by any individual school district consist of the proceeds of general property taxes levied on the property in the district and poll taxes on each person 21 to 50 years of age inclusive in the district. Both of these taxes are administered by county officials for the school districts.



Congressional Measures

(Concluded from page 50)

portioned to counties shall be used for public schools and public roads pending action of the State legislature. (Referred to Committee on Public Lands and Surveys.)

118—S. 1472 (Mr. Murray): To appropriate \$50,000 for cooperation with the public school district of Hays, Mont., for the construction and improvement of public school buildings to be available for Indian children. (Referred to Committee on Indian Affairs.)

119—S. 1502 (Mr. Mead): To aid in national defense by the development of new devices and materials and to increase employment and prosperity by promoting research and the training of research workers in engineering experiment stations connected with colleges and universities. (Referred to Committee on Commerce.)

120—S. 1504 (Mr. Langer): To provide for the deferment from military service in time of peace of certain college and university students. (Referred to Committee on Military Affairs.)

121—S. 1631 (Mr. Herring): To provide for the establishment of an academy for training persons for civilian positions in the service of the United States; the said academy to be under the supervision of the Secretary of State who shall select for appointment thereto students in the same manner and number as persons are appointed to the U. S. Naval and Military Academies. (Referred to Committee on Education and Labor.)

122—S. J. R. No. 11 (Mr. Vandenberg): To propose an amendment to the Constitution of the United States to prohibit child labor. (Referred to Committee on the Judiciary.)



Traveling Exhibits

The Division of Graphic Arts of the United States National Museum maintains six traveling exhibits illustrating the various processes of the graphic arts for the use of schools, colleges, public libraries, museums, and other organizations that are interested in How Prints are Made.

Applications and correspondence should be addressed to U. S. National Museum, Division of Graphic Arts, Washington, D. C.



In Public Schools

by W. S. Deffenbaugh

Larger School Districts

"The trend toward the formation of larger school districts by consolidation," says the State superintendent of public instruction of Oklahoma in his *Biennial Report, 1938-40*, "has continued since statehood. Succeeding legislatures have recognized the need for the larger rural school. Various statutes have encouraged centralization. The State has given financial aid to enable consolidated and union graded districts to provide suitable school buildings. The independent districts have been authorized to transport pupils to their schools. Recent acts of the legislature have made it possible for a rural school district to close the local school and transfer all pupils to a school maintained in and by another district without giving up its own district organization. Legislation had made it easy for one district to attach another district. As a result of these laws, the number of organized school districts in Oklahoma has been reduced from the 5,845 reported in 1915 to 4,644 in 1940. The number decreased from 4,697 to 4,644 during this biennium."

New Fields of In-Service Training

"Two new fields of in-service training," according to *Pennsylvania Public Instruction*, "have been started on an experimental basis for tax assessors and school board secretaries in various sections of Pennsylvania by the Public Service Institute, a unit of the Department of Public Instruction. Training classes for local assessors are being held in various centers of the State, for periods of 6 to 8 weeks. The instruction is being given once each week, and each session is for 3 hours. The Public Service Institute has worked in conjunction and in cooperation with the county commissioners located in the counties where the training is made available. Such topics as assessment in Pennsylvania, assessing urban real property, procedure in assessing rural real property, assessment of personal property and occupations, revision, equalization and appeals, and the county commissioners' part in assess-

ments, are being studied in the new course.

"A new training service for school board secretaries is being conducted on the same basis as the tax assessors. Such topics as duties of the school board secretary; the minutes; the budget; tax laws; attendance laws and work permits; purchasing materials; and insurance are being studied as an aid to the local school board secretary. The material used for this program was assembled and edited by the Public Service Institute."

School Board Manual

A questions and answers method is utilized in *A Manual for School Board Members*, just issued by the Bureau of School Service, University of Kentucky, in the presentation of information for the guidance of Kentucky school boards. The publication contains sections devoted to the scope and importance of American education, functions, and relationships of local school boards, budgets, meetings, procedures, and Kentucky law.

The compilation for the book was made by Dr. Leonard E. Meece, assistant professor of educational administration at the university.

Ruling on Consolidation

The Wisconsin Supreme Court has handed down a decision regarding the power of the State superintendent of public instruction to consolidate school districts. "In reviewing the appeals of school districts affected by the consolidation orders of the State superintendent of public instruction," says *Wisconsin Journal of Education*, "the court held that the State superintendent acted within his rights, and the consolidation orders were to 'stick.' The high court ruled that the law giving the State superintendent the power to consolidate districts of low valuation (\$100,000 or less) was reasonable and that the legislature had power to delegate to State Superintendent Callahan the duty of ordering consolidations. The court said that such power could be delegated without any standards whatsoever to guide the State superintendent."

An Open Letter

At the opening of school in September Dr. Eugene B. Elliott, State superintendent of public instruction of Mich-

igan, addressed an open letter to the teachers of the State. The following quotation from his letter will be of interest to teachers in other States.

"Michigan has given much attention to health and sports; over 4,000 teachers are directly engaged in teaching competitive sports; 90 percent of the teachers spend some time in teaching health, safety, and body-building activities. In the turbulent school year 1941-42, when democracy itself is backed up against the wall, all of those things are not enough. It is not enough that pupils learn to read; they must read understandingly and become devoted to the ideas and ideals of a working democracy. It is not enough that they learn arithmetic; they must learn to use their figuring for competency in actual practice. It is not enough that they learn the facts of conservation; they must engage in useful activities in which the facts become operative. It is not enough that our students learn about our great American leaders and their accomplishments; they must be worthy descendants by practicing living together, working together, and together making sacrifices for the common good. Our teachers, principals, and pupils must enlist for service alongside of men in our armies to accomplish this task."

Parents' Interest in the Schools

"A part of the study made this year (1940-41) by the research committee of the Seattle Principals' Association," according to *The Seattle Educational Bulletin*, "had to do with an attempt to measure parents' interests in the schools. To determine these interests a questionnaire was sent to 2,203 parents in 6 elementary school districts. The parents were asked to rate 12 activities of the school system according to their interest. These are listed below in the order in which they were ranked by the parents. Since 1,163 questionnaires—slightly more than 50 percent—were returned, it is felt that the compiled rating has significance.

1. Methods of instruction.
2. Pupils' progress and achievement.
3. Courses of study.
4. Discipline and behavior of pupils.
5. Health of pupils.
6. Teachers and school officers.
7. Values of education for a successful life.
8. School buildings and building programs.
9. School clubs and school sports.
10. Business management and finance.
11. Parent-teacher association.
12. Board of education.

"It will be noted," says the bulletin, "that parents are most interested in how their children are being taught, what they are being taught, and what results are being achieved. The returns indicate that the vital part played by the items attracting least attention need emphasis and exposition as to how they contribute to those items attracting greatest attention."

Vertical Supervision

"As a result of a policy of constant study and self-evaluation of its own services by the State department of education," according to the *Sixty-eighth and Sixty-ninth Annual Report of the Department of Education of Georgia*, "the vertical plan of organization has been adopted for the supervisors: i. e., when a general State school supervisor visits a school he inspects all grades from the first through the highest—vertically from bottom to top of the school. While the number of persons required for this work is the same as it was formerly, duplication of effort and expense is avoided under the new plan of organization."



In Colleges

by Walton C. John

Alcohol and Football

Outstanding football coaches of American universities announced recently through W. Roy Breg, executive secretary of Allied Youth, that there are no places open on college and university football squads for players who use alcoholic beverages.

Even though the manpower of prominent football contenders among colleges and universities will be decreased by Army duty and jobs in defense industries, varsity football will continue to be the sport of total abstainers, leading coaches say.

The new roll call in which prominent institutions and their football mentors are quoted on "no drinking" rules in sports resulted from a survey of 15,000 high-school students, which indicated the close attention these young people have given to the coaches' warning. "Even a few drinks spoil your possibilities as an athlete."

Replying to Secretary Breg's request for up-to-date opinions and observations, "to show why this rule persists, even though drinking is increasingly

popular among many Americans," were the coaches of Princeton, Cornell, Syracuse, Harvard, Ohio State, Washington State, Texas Christian, Colgate, Texas Agricultural and Mechanical, and Universities of Alabama, Illinois, Pennsylvania, California, Kansas, North Carolina, and Minnesota.

President Teaches

Contrary to the present-day custom in colleges and universities, but more in harmony with the practices of college presidents of 50 years ago, President Paul S. Havens of Wilson College will, for the first time since his inauguration in 1937, become a teaching member of his own faculty during the coming academic year. To seniors he offers a new and unusual course, *The Life of the Mind*.

The purpose of the course is to give the student a comprehensive view of the sweep of man's learning in general and the connections and the interrelations between this and 4 years of liberal-art education in particular.

Adapting to the college uses the Oxford University system of discussion in don's rooms, President Havens meets the class in his library one night a week throughout the first semester for a 3-hour discussion.

The text books, some of which are to be read during summer recess, are certain pivotal works, including Dante's *Divine Comedy*, Plato's *Republic*, and Milton's *Areopagitica*. They will be studied, President Havens said, not as works in themselves but as representations of the minds of their time and as influences in the present.

Shortage of Dentists

According to Dean A. W. Bryan of the Dental College of the University of Iowa there is now a shortage of dentists in Iowa and in the Nation. Last spring only 1,500 dentists were graduated from the colleges of the Nation, whereas at least 2,500 are needed to replace those who have died or retired.

Relation of School and College

A study of the relation of school and college started 11 years ago by the Progressive Education Association is nearing completion.

Under the chairmanship of Dr. Wilford M. Aikin, Ohio State University, the association's special commission is preparing to publish its report in six volumes.

Center of the study has been 30 representative secondary schools throughout the country, including Ohio State's

University School, in which old curriculum patterns have been laid aside and new ones introduced with greater emphasis on individual development among students.

The commission has followed the graduates of these schools into college. The forthcoming volumes will report on the curriculum changes in the 30 schools and the success of 5,000 of their graduates in college.

The following conclusions may already be drawn from this study:

1. A student's success in college is not dependent upon his following a prescribed pattern of subjects or units in the secondary school.
2. The work of the high school can be related much more significantly to each student's interests and purposes. This is an advantage rather than a detriment to his work in college.
3. Freedom from prescribed college requirements has been a great challenge and stimulation to the participating schools. Without exception they say that it has resulted in the greatest period of educational growth in the school's history.



In Libraries

by Ralph M. Dunbar

Research Materials Added

In a recent issue of the *Library Quarterly*, Robert B. Downs gives a comprehensive account of the research materials added to libraries in the United States during the period July 1, 1939, to June 30, 1940. In summary he states: "Despite wars and depressions, budget retrenchments, and unsettled conditions, the past year was marked by a great enrichment of American library resources. If the United States has not already become the world's library center, it is rapidly achieving that position."

"One striking fact, doubtless disconcerting to the student and scholar, emerges from the two annual surveys thus far completed. This is the scattering of complementary and supplementary materials in widely separate areas of the country. . . . Microcopying is a possible answer; the matter of location can and should be cared for through the Library of Congress Union Catalog. In a nation as vast as our own there may well be room for duplication of collections, even in highly specialized fields, but a reasonable degree of coordination is obviously desirable. Agreements for dividing collecting interests now being discussed among the large university and reference libraries of the East point to an intelligent solution of the problem."

Supplies Technical Books

The latest annual report of the New York Public Library describes how that institution has been meeting the problem of supplying technical books to the trainees in the defense courses. "The first plan," the report states, "was to put collections of technical books in special branches to be used only by students in defense courses. This was not feasible because: (1) The men did not necessarily work or live in the neighborhood of the school they attended; (2) their schedule of work by day and school by night left no time for visits to the branch library which might be from 5 to 20 minutes distant.

"The real solution was to take the books they needed to the men in the schools and circulate them on the spot. It was decided, therefore, to select 10 schools as experimental centers, list the books needed by each, deposit a collection of those books in each, and have a librarian from the nearest branch circulate the books in the school once a week. This plan is now under way. Its development took the enthusiastic cooperation of extension division, school-work office, and the branches near the schools."

America, North and South

At the recent annual conference of the American Library Association in Boston, the three groups interested in work for children and young people planned their programs and exhibits as a unit instead of each one separately. Having the general theme, "America, North and South," for the meetings of the sections, the school librarians stressed North America and the children's librarians, South America, with both continents being considered at the joint meeting.

Professional Education

The professional training committee of the school librarians section of the American Library Association sponsored a preconference meeting in Boston to consider the professional education of school librarians. Special emphasis was placed upon the problems of the inexperienced librarian, her relations to the school, and the various adjustments which must be made. Two papers were presented, one by Mrs. Mary Peacock Douglas, school library adviser of the North Carolina Department of Public Instruction, and the other by Dr. Warren Coxe, director of research of the New York State Education Department.

New Edition Issued

A revised edition of *Guide to Library Facilities for National Defense* has just been issued by the American Library Association. According to Robert B. Downs, chairman of the joint committee responsible for this work, "this new edition reflects the success of this attempt toward a better rounded research tool, for, with the addition of about 250 libraries and the expansion of data from libraries in the original group, it approximately doubles the size of the preliminary publication. The new edition has also benefited greatly by innumerable suggestions for revision, arrangement of material, classification of libraries, index entries, and other modifications."

In Other Government



Agencies

by Margaret F. Ryan

Department of the Interior

An exhibit depicting the work of the Grazing Service in the conservation of public grazing lands of western United States has been added to the Interior Department Museum in Washington.

Illuminated transparencies show sheep and cattle on the range, and a special series of transparencies shows the conservation work of CCC enrollees in improving the public range. Spurs, lariats, and other cowboy paraphernalia serve as decorative accessories. The contribution of the western livestock industry to national defense is shown on a chart indicating the large part of meat, wool, leather, pharmaceutical, and other products derived from the range country.

The museum of which this grazing exhibit forms a part is located in the Department of the Interior Building, between C and E Streets and Eighteenth and Nineteenth Streets, in Washington, within three blocks of the White House. It is open Monday through Saturday, and admission is free.

For further information write to H. L. Raul, Museum Curator.

Rural Electrification Administration

Power and the Land, an REA motion picture, had been shown in more than 2,500 theaters before an estimated audience of between 10 and 15 million persons since its release, October 1,

1940. Prints of the film carrying the story of REA and the cooperative method of power distribution have been distributed in several foreign countries. Spanish and Portuguese versions of the film are being prepared by the office of the Coordinator of Commercial and Cultural Relations Between the American Republics.

United States Maritime Commission

Recent dedication of training stations at St. Petersburg, Fla., and at Huenema, Calif., brings the annual capacity of the training system of the United States Maritime Commission up to 6,000 apprentice seamen. In addition there are 350 unlicensed men training for periods of from 4 to 6 months to become officers at stations at Fort Trumbull, New London, Conn., and at Government Island, Calif.

The Commission is also training approximately 600 cadets on merchant vessels and at its cadet schools at Fort Schuyler, N. Y., and at Treasure Island, San Francisco. The cadets, after following a 3- to 4-year course, will become officers of the Merchant Marine. Approximately 500 additional cadets are enrolled in the four existing State nautical schools at Boston, New York, Philadelphia, and San Francisco, where 3- and 4-year courses are offered.



What the Schools Can Do

Ways in which United States schools may play a vital role in national preparedness are outlined in *What the Schools Can Do*, another new U. S. Office of Education defense pamphlet.

What the Schools Can Do recommends action on six fronts: (1) health and physical education; (2) education for citizenship; (3) community, national, and international relations; (4) conservation of national resources; (5) education for work; (6) pupil guidance.

What the Schools Can Do is the U. S. Office of Education's response to frequent requests from school teachers and school administrators asking suggestions on adapting their curricula and organization to meet defense needs.

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Nursery - Kindergarten -
Primary Education
Occupational Information
and Guidance
Parent Education
Physical Education
Radio Education
Rehabilitation
Rural School Problems
School Administration
School Building
School Finance
School Legislation
School Statistics
School Supervision
Secondary Education
Teacher Education
Visual Education
Vocational Education

The FOUR FREEDOMS

MESSAGE TO THE 77TH CONGRESS * * * JANUARY 6, 1941

IN the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want—which translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear—which translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere.

Franklin D. Roosevelt



Prepared for AMERICAN EDUCATION WEEK—November 9-15, 1941

SCHOOL

December

1941

VOLUME 27

NUMBER 3

OFFICIAL JOURNAL OF THE U.S. OFFICE OF EDUCATION

LIFE



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SCHOOL LIFE

Published monthly, except August and September, by the United States Office of Education.

Terms: Subscriptions \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library"

SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVII • DECEMBER, 1941 • Number 3

Education in Economics

by John W. Studebaker, U. S. Commissioner of Education

★★★ From time to time we are accused of being a nation of economic illiterates. With this accusation in mind, consider these facts: Of the 7½ million youth enrolled in our high schools, only about 5 percent receive any systematic instruction whatever in economics, according to Prof. Wilbur I. Gooch, in the 1940 Yearbook of the National Council for Social Studies. There is evidence too that such instruction as is received leaves much to be desired, regarding both its scope and its emphasis on various economic topics, and its adequacy of preparation of the teaching personnel.

The textbook is perhaps the most important factor in the selection and organization of the content of those economics courses which are taught in the high schools. Analysis of this content in terms of the percentage of space devoted to various topics indicates that the economics of foreign trade is directly involved in only about 5 percent of the content of the usual high-school economics textbook.¹

The situation as regards economics teaching in the colleges is somewhat better than in high schools. About a million and a third of our youth are enrolled in colleges and universities. It is difficult to ascertain exactly what proportion of these students take economics as a part of their college courses. A sampling study made in recent years

at the University of Michigan indicated that about 50 percent of the students graduating had had as much as 3 hours of college work in economics;² that is, a course for 18 weeks, 3 hours a week in the classroom. The other 50 percent had not studied economics in college.

Underpinning of Economic Knowledge

It seems clear that the schools and colleges have not yet begun to perform their proper educational function in respect to providing that underpinning of economic knowledge which is necessary for intelligent citizenship in a democracy. For our republican form of government requires in the last analysis that public opinion sustain or reject the legislative policies adopted by elected representatives of the people. More and more these policies have to do with economic matters—such matters as trade and tariff policy, taxation, social security, wages and hours, and a long list of others. If citizens are to be expected to resist the appeals of rabble-rousers and preachers of Utopias, they must somehow or other acquire a better understanding of economic principles than most of them now have.

It seems clear also that the chief instrumentality upon which we must depend for improving the economic literacy of our citizens is organized education, with its trained teaching corps and its systematic courses of instruction. Our schools and colleges, enrolling 30,-

000,000 students, 8,500,000 of whom are in regular attendance in secondary schools and colleges, therefore, must build a sound foundation of knowledge of economic principles. Upon this foundation we can later erect a superstructure of adult economic education through study groups, forums, newspapers, periodicals, pamphlets, the radio, and motion pictures.

Curriculum Already Overcrowded

To provide this sound foundation of economic education in the schools will not be easy. The curriculum of the high school is already overcrowded. Vested interests in the teaching of certain traditional subject matter are difficult to overcome. The naive notion as to the disciplinary value of subjects which are difficult and seemingly unrelated to immediate life interests of young people persists.

The average person graduating from high school receives 3 or 4 years of instruction in English, including literature and composition; 2½ or 3 years of the social studies, usually 1 year of United States history, 1 year of European history, ancient or modern, and 1 year of economics or sociology or civics. He has studied algebra for 1 year and plane geometry for another. He has taken 2 years of natural science, including an elementary course in general science and another in physics, and he has had 2 years of a foreign language, either ancient or modern. Now I have mentioned 12 of the 15 units required for graduation. The rest of his work has been distributed among elective subjects in the same fields just mentioned, except that if he departed from the average course, he may have had 1 year of industrial arts work and 1 year of type-

¹ 1940 Yearbook of the National Council for Social Studies, p. 24.

² Preliminary Analysis for a Program of Economic Education, published in 1937, p. 45.

writing, bookkeeping, or some other commercial subject. Having completed such a course in high school, he will have taken the subjects required for admission to college where, in all probability, he will continue for 2 additional years to pursue similar subjects before beginning a specialization in some one field.

Two Things Must Be Done

I think it becomes evident, therefore, that if the economic education of the citizen is to receive more attention in the high school, at least two things must be done. First, colleges must be persuaded to relax their entrance requirements so that more freedom will be permitted to youth in the high schools for the selection of subjects which have a greater functional value in leading to an understanding of the modern world. Second, citizens must give their support to those educators who seek thus to relate the curriculum to the realities of present-day life and living.

However, important as is the building of a strong foundation of general knowledge of economic principles in the secondary schools and colleges, we must not forget that education is a life-long process; and it behooves us for that reason to give special consideration to ways and means of assisting the 80,000,000 adults of this Nation to continue the realistic study of matters economic.

Few adults, even today, seem to realize the crucial importance of foreign trade in our national economy. They are seemingly unaware that our exports for a number of years have consistently represented about 10 percent of our production of exportable merchandise; and that these exports mean financial life or death to certain large areas of economic activity in the United States. There has been, of course, a growing realization among us of the indispensable importance of imports, a realization born of the almost frantic efforts in recent months to accumulate pools of necessary minerals and other raw materials for defense production. But there is even yet no general realization of what it would mean to the standard of living of great groups of our population, if Hitler's plans succeed "for a

world economic order which substitutes aggression for cooperation and fair dealing in the commercial relations between trading nations.³ In that event, the plight of the foreign trader would be pitiable indeed.

Today in the face of a formidable array of governmental foreign trade controls, the individual foreign trader earnestly seeks to ply his trade. To quote Prof. Roland L. Kramer, professor of commerce and transportation at the University of Pennsylvania:⁴ "He travels, he sends letters and cables, he advertises, he dispatches salesmen and appoints foreign distributors, he packs and ships, he arranges financing. But in so doing he is only beating the wind if foreign governments have taxed his wares beyond endurance, or have decreed a limit to the extent of his sales, or have established arrangements with other foreign competitors that annihilate his trade, or have erected financial barriers rendering it impossible to sell at competitive prices or even to obtain his funds at all. He fights not flesh and blood but principalities and powers."

There is a very real sense in which freedom to trade is dependent upon that freedom of the mind which provides the rich soil for inventiveness and individual initiative. If freedom of the mind is to be attained, it will be through free education. We wish freedom to exchange the products of the field and the mine and factory; we seek also freedom to exchange the ideas and culture which mankind has through long ages accumulated.

If civilization is to continue to progress, we must somehow devise the means by which our social and economic thinking keeps pace with the changes born of modern science and technology which have made of the world one neighborhood. The few brief years of youth, during which many young people are in schools and colleges, are not nearly long enough to do more than give them an introduction to various fields of knowledge;

establish certain ideals and attitudes; provide them with the tools of learning. We must then contrive to help them to keep these tools sharp and productive in actual use throughout the long period of active adulthood through widespread programs of adult education. Freedom to learn for adults naturally involves freedom of discussion, freedom for controversy and disagreement.

Live-and-Let-Live Policy

Concerning social and economic matters, people often disagree because they think they see that their interests are variously affected. The method of democracy is to resolve these disagreements through such full, free, and orderly discussion as will enable men to find a middle way, to discover a common denominator of their individual interests, which permits them to pursue a policy of "live-and-let-live." Just as we now provide a national discussion forum in the Congress, so we must somehow provide the means for discussion among representatives of the wider interests of mankind in some kind of international parliament. And we must be prepared, as in the case of the National Congress, to put the necessary force behind international law to control the lawbreakers.

In summary, I emphasize the necessity for the military power of Hitlerism to be destroyed in order that we may try once more to build a saner world; that the eight points of the President and Mr. Churchill provide the broad outlines of the kind of world we seek; that as regards "equal access to the trade and raw materials of the world," this requires the gradual relinquishment of trade restrictions; that if public opinion is to support such a move, there must be an effective campaign of education to prepare men's minds for the abandonment of selfish nationalism in economic policy; that the schools and colleges must do a much better job of teaching economics; upon the foundation laid in schools and colleges must be built a superstructure of organized adult education in economic matters which will continue throughout the lifetime of adults.

³ James A. Farrell in foreword to pamphlet of Foreign Trade Education Committee—The Problems of Foreign Trade Education in the Present Emergency.

⁴ Roland L. Kramer in the foreword to the July 1940 Annals of the American Academy of Political and Social Sciences.

With the

U.S. OFFICE OF EDUCATION

this month

Inter-American Advisory Committee

The General Advisory Committee to the U. S. Office of Education for the further development of understanding and appreciation of the other American Republics met in the Office of Education, October 10 and 11.

The following members of the committee were in attendance: Edna Dean Baker, president, National College of Education; Sturgis E. Leavitt, professor of Spanish, University of North Carolina; Leo S. Rowe, director, Pan American Union; J. Carey Taylor, assistant superintendent, Baltimore, Md., Department of Education; Francis Spaulding, dean of School of Education, Harvard University; Paul R. Hanna, professor of education, Stanford University; A. Curtis Wilgus, associate professor of Hispanic American History, George Washington University; and Rev. W. F. Cunningham, professor of education, Notre Dame University.

U. S. Commissioner of Education, John W. Studebaker, in presiding at the opening session, indicated the program of the Office with respect to the other American republics, and the place of this program in that of the Federal Government as a whole.

The current status of activities was reviewed by Assistant Commissioner, Bess Goodykoontz. This report showed completed publications, charts suggesting the scope of projects under consideration, packets of teaching materials issued by schools and colleges which have been made available for loan, models of proposed exhibit materials, and exhibits of children's books dealing with life in other American republics.

Summaries of the Federal Government's program on inter-American cultural relations were presented by representatives of participating agencies, including the Division of American Republics, the Inter-Departmental Committee, Division of Cultural Relations, and the Office of the Coordinator of Inter-American Affairs.

A discussion followed of the general program of inter-American cultural and educational relations. Questions arose about steps being taken to keep up contacts with students and other visitors to this country after they have returned to their homes, about essential values inherent in long-term program-planning to benefit all of the American Republics. With reference to the last question, emphasis was placed upon the need to avoid a repetition of mistakes made in the past and our failure to develop mutual understanding and cooperation among nations in the Western Hemisphere.

Special importance was given to the need for cooperative planning for the program of the Office of Education. It was thought that participation of Latin-American Republics in setting up and carrying forward projects designed to develop understanding and appreciation among nations of the Western Hemisphere would expedite helpful relationships. In such a program arrangements should be made for personal contacts among Government officials responsible for education and each republic would present for others the picture of its own culture and resources.

It was pointed out that "In all that may be done in these matters, either within the United States or by representatives of the United States in other

parts of the hemisphere, it should be borne in mind that the United States is far from having 'all the answers' to educational problems; it can almost certainly learn from the nations to the South quite as much as it can teach to these nations."

Off the Press!

Practically every month some new publications of the U. S. Office of Education come from the presses of the Government Printing Office. During the past month these new volumes represent a wide range of educational fields. Only a limited supply of free copies are available for any given publication, but a sales stock is maintained by the Superintendent of Documents, Washington, D. C., where orders are filled.

The following volumes have recently come from the press:

How Libraries May Serve.—This is another of the Education and National Defense Series of the Office of Education. In it the role of libraries and some of the activities of school, college, and public and special libraries are discussed. The author, Ralph M. Dunbar, Chief of the Library Service Division, presents the subject matter from the viewpoint that "In normal times, our libraries have been an important agency for disseminating information and culture; in times of crisis, when morale and sound judgment are so vital, their services are extremely essential." The suggestions offered in the publication are intended to be helpful not only to librarians, but also to educators and other leaders engaged in the total defense program. (Pamphlet No. 17, Education and National Defense Series. Price, 15 cents.)

Statistical Summary of Education, 1937-38.—Now coming from the press, this chapter by Emery M. Foster, Chief of the Division of Statistics, completes the availability of the Biennial Survey of Education in the United States, 1936-38. National statistics on education taken from the other four chapters of the survey are summarized and supplemented by latest figures and estimates available. (Bulletin 1940, No. 2, Chapter I. Price, 10 cents.)

Expressions on Education by Builders of American Democracy.—In answer to a frequently expressed need for a collection of important utterances of some of our most prominent statesmen and publicists in regard to education and its importance, sentiments from the Presidents of the United States and from other Americans of the past who have been outstanding leaders in various fields of professional and business life have been collected and arranged by Edith A. Wright of the Office of Education Library. (Bulletin 1940, No. 10. Price, 20 cents.)

Weekday Classes in Religious Education.—Approximately 500 communities of all sizes, in all parts of the country, now release children during school time for religious education. This is a study of present practices in releasing children for weekday religious education, by Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education. (Bulletin 1941, No. 3. Price, 10 cents.)

Conservation Films in Elementary Schools.—In an attempt to help schools teach conservation more effectively through one of the newer teaching techniques—the use of motion pictures in the classroom, Effie G. Bathurst, former Senior Specialist in Curricular Problems, suggests standards for the selection of films of educational value and gives practical suggestions for applying them. (Bulletin 1941, No. 4. Price, 10 cents.)

Voices of Democracy.—This Handbook for Teachers, Speakers, and Writers, compiled by Bernard Molohon, under direction of Chester S. Williams, Assistant Administrator, Federal Forum Project, contains memorable statements on liberty and democracy by philosophers, statesmen, and writers and presents in brief story form memorable episodes in the never-ending struggle for freedom. (Bulletin 1941, No. 8. Price, 15 cents.)

Building Electrical Equipment for the Farm.—Teaching materials on building safe and simple electrical equipment for the farm, with hints on farm wiring, maintenance, and repair, have been organized in this publication by W. A. Ross, Jay Deiss, W. P. Beard, and Lee C. Prickett. Detailed direc-

tions are given for making an electric poultry water warmer, an ultraviolet reflector for poultry, an exhaust fan room-cooling unit, and a combination electric room-cooling and garden-irrigating device; for building an electric pig brooder, an electric hotbed, an electric stock-tank water heater, and an electric chick brooder and pen; for rigging up a portable electric motor; and for assembling a motor dolly. (Vocational Division Bulletin No. 209. Price, 20 cents.)

Home Economics in Public High Schools.—This study of the extent of offerings, enrollments, grade placement, time allotment, and content of courses in home economics in public high schools was made under the direction of Florence Fallgatter and Edna P. Amidon, former and present chiefs, respectively, of the Home Economics Education Service. (Vocational Division Bulletin No. 213. Price, 20 cents.)

New Government Aids for Teachers.—Government bulletins, maps, charts, films, and poster stamps which have been mentioned in *SCHOOL LIFE* from November 1940 through June 1941 have been brought together by Margaret F. Ryan, Editorial Division, in a reprint from *SCHOOL LIFE*. Requests for copies of this illustrated 8-page reprint should be addressed to the U. S. Office of Education, Washington, D. C. (Free.)

FM Stations Encouraged

The following communication was recently sent by Commissioner Studebaker to chief State school officers and city superintendents in cities of 30,000 and over:

I should like once more to call attention to the growing interest among school administrators in the establishment of their own radio stations in the ultra-high frequency bands reserved a few years ago for educational use. A total of seven local school systems or State universities now hold licenses on these channels.

The fact that costs have been radically reduced should serve as an added inducement to school administrators everywhere to give consideration to making budgetary provisions for installing their own radio stations. I am told that an average school station can now be installed at the price of one classroom. High

frequency (FM) stations can be used for intra-school system programs, for community-wide educational programs (as more FM sets are purchased), and as laboratory equipment for vocational courses for radio technicians.

One city school superintendent now operating an FM station writes: "I am convinced that our school people are not aware of the possibilities for service through the medium of the radio. Their minds have long been tied to the fallacious concept of a great invisible audience and spectacular dramatization aimed at everyone from the kindergarten to the grave. We should have at least 100 cities and counties in the United States using the five educational channels."

I would like to join that superintendent in wishing that not fewer than 100 of these stations may be licensed within the next 2 or 3 years. It takes time to establish such a station. Some of the recent licenses are the results of years of careful planning and organization on the part of local school people. I cannot urge you too strongly to begin now to give consideration to the eventual establishment of an educational station in your community.

If there is any way in which we can be helpful in providing advance literature or other advice, we will be glad to hear from you.

Public Discussion Program

The Commissioner of Education recently sent the following communication to chief State school officers and other educational leaders:

Schools and colleges throughout the United States are urged to cooperate in a Nation-wide program of public discussion to develop civilian morale as part of the national defense program. President Roosevelt, in a letter to Federal Security Administrator Paul V. McNutt, asks the U. S. Office of Education to help educational institutions and school systems in promoting democratic discussion.

This is another challenge and compliment to American organized education—a recognition that in a great democracy such as ours we propose through education to achieve a growing national strength by enabling our citizens in common to understand the problems faced by the Nation.

I shall keep you in touch with further developments of this program. You may expect to receive a more detailed explanation in the near future.

In the President's letter to Mr. McNutt, he said:

As you know, I have long been keenly interested in public forums and study-discussion groups as democratic means of developing popular understanding of pressing public issues. Beginning in 1935, I encouraged the allocation of funds to the United States Office of Education for carrying out forum demon-

stration programs under nonpartisan educational auspices. Through the years since then I have observed with great interest the beneficial results of these programs.

Now, under the impact of the defense emergency, I am convinced that it is more important than ever that the people be encouraged freely to assemble to discuss their common problems. Indeed, as I have said before, this is one of the freedoms that we are determined to defend.

Therefore, I am requesting that you ask the Commissioner of Education to canvass the ways and means by which the experience of the Office of Education in developing plans for public discussion can be most effectively adapted to the present situation and that his office inaugurate an appropriate educational program designed to help students and adults in understanding the many complicated problems of these critical times. I have in mind more particularly enlisting the efforts of the schools and colleges in sponsoring public discussion and study groups.

The genius of American democracy is expressed in the traditional independence and freedom of our State and local schools and school systems. Their freedom of action for educational purposes must be preserved. It is upon that freedom that we hopefully depend for assurance that the judgments of our people will be soundly based.

Report from the NCEP

National Citizenship Education Program conferences recently have planned teacher training and other materials which will be made available to State NCEP organizations, have charted the general course of the program and have furnished incentive for local citizenship education programs. Some suggestions which have come more or less as byproducts of such discussions include the following:

Eliminate from our vocabularies such words as "alien," "non-American," "foreigner" and substitute "noncitizen," "prospective citizen" or "foreign-born" for cases to which those terms apply. Attorney General Francis Biddle would have the word "alien" dropped from our dictionaries. This is not suggested solely as a means of making the non-citizen feel more welcome to become a citizen, but to train the citizen himself to be conscious of any habit he may have of condescension.

Recommend to public-school teachers that they increasingly instill respect for their pupils of various nationalities, in view of the increased necessity for

national unity during the emergency.

Recommend to adult citizens that they befriend and become acquainted with newly arrived neighbors.

Noncitizens should be invited, wherever possible, to join civic and social organizations. Curriculum experts recognize that the most important phase of citizenship education is not the teaching of civics, but the teaching of American habits of living and thinking—the American way of life—Democracy.

Dean William F. Russell, Director of the NCEP and his staff are located in the U. S. Office of Education.

Nutrition Education Stimulated

Interest in nutrition education in the elementary school was stimulated by the National Nutrition Conference on Defense. On October 16, 17, and 18, elementary supervisors and home economics supervisors from the State departments of education in North Carolina, Tennessee, Virginia, and West Virginia, and from the city schools of Baltimore, Md., met with staff members of the U. S. Office of Education to discuss nutrition education as an integral part of the elementary school program.

The purpose of the conference was to review activities already in operation and to discover new ways of giving emphasis to nutrition education in the elementary schools. Plans for work developed by this group will be shared with other sections of the country during the current year.

Comptroller General's Decisions

Under signature of the U. S. Commissioner of Education, the following communication went out from the Office of Education to land-grant colleges and universities:

In accordance with decisions of the Comptroller General of the United States, dated January 16, 1933, and March 27, 1933, addressed to the Secretary of Agriculture, you have been required to keep Morrill-Nelson and Bankhead-Jones funds in bank deposit accounts separate from all other funds. The primary reason for this requirement was to safeguard the rights of the Federal Govern-

ment to interest that might accrue on such deposits.

In a subsequent decision addressed to the Secretary of Agriculture, dated July 25, 1941, with special reference to the manner of keeping account of funds granted for agricultural experiment stations and cooperative extension service, the Comptroller General of the United States advises the Secretary that, if it be administratively determined that the accounting procedure maintained by a land-grant college will enable him "to ascertain whether the conditions of the respective grants have been fully complied with, and the interests of the Government otherwise are fully protected" the General Accounting Office "will no longer require that separate bank deposit accounts be maintained for such funds when no question of interest thereon is involved."

It is considered that the decision of the Comptroller General, dated July 25, 1941, is equally applicable to funds granted to the land-grant colleges and universities for their more complete endowment and support, pursuant to: (1) The second Morrill Act, approved August 30, 1890; (2) the Nelson Amendment, act approved March 4, 1907; and (3) the Bankhead-Jones Act, approved June 29, 1935. It will not be necessary, therefore, to require that separate bank deposit accounts be maintained for Morrill-Nelson and Bankhead-Jones funds, provided interest is not paid on funds deposited in bank for the land-grant college or university. However, if interest is paid on funds on deposit in bank for the college or university, it will be necessary to require that separate bank accounts for Morrill-Nelson and Bankhead-Jones funds be maintained as heretofore.



Language Arts

The Twentieth Yearbook of the Department of Elementary School Principals, is now available from the National Education Association. Its title is *Language Arts in the Elementary School*.

The editorial committee states in the preface of the 672-page volume that "An outstanding weakness of many language teaching programs is that they deal almost entirely with the technical aspects of language and give little or no attention to clarity, richness, and freedom of expression. Frequently associated with this shortcoming is an almost complete neglect of the language activities most commonly used in life outside the school." The yearbook offers suggestions and illustrations with a view to assistance in overcoming these weaknesses.

Credo

by Archibald MacLeish

We believe that freedom is still a cause.

We believe that even now, after all the scorn, after all the violence, after all the victories of the enemies of freedom, freedom is still the greatest of human causes.

We believe this because we believe that freedom is the one human cause dedicated to humanity. It is the one human cause which declares that humanity is not a means to an end but is itself an end. It is the one human cause which declares, and which proposes to demonstrate, that human beings, left to themselves, freed of the authority of masters, whether of the mind or of the soul or of the body, are capable of creating a good society and a humane life.

Other causes in the long history of the human spirit have asserted that humanity is a means and that the true end of human life is something other than humanity—a nation, an empire, a kingdom, either actual or ideal.

Other causes in the long history of the human spirit have asserted their belief in discipline for the sake of discipline—self-sacrifice for the sake of self-sacrifice—asserting that the principle of authority is higher than the human will.

But men have learned in the course of their long history that authority for the sake of authority becomes, in practice, authority for the sake of those who exercise authority, and that discipline for the sake of discipline, becomes, in practice, obedience to those by whom obedience is demanded.

Men have learned this painfully and over many years. They now remember it.

Seeing the rise of tyranny and despotism in every part of the world, hearing again the call to discipline and obedience, watching again the tactics of the preachers of authority, men remember how painfully, and by how many struggles, they have escaped these lies.

They remember how painfully they have learned that the only discipline which men as men can accept in dignity and honor is the discipline they impose upon themselves for the sake of their hope of freedom.

Men remember this in all nations which the rise of tyranny and despotism now threatens or has already overthrown.

They remember it most sharply here.

For it is here in the United States that the cause of freedom has had its greatest victories. And it is here that the cause of freedom has still its highest hope.

The people of the United States have had, and still possess, the best chance any nation has ever had of realizing the tremendous dream of freedom.

True freedom of all men and of all women has never yet been realized on this earth. It may never be realized altogether. But if it is ever to be realized, the people of the United States, with their tradition of political responsibility, their mastery of the skills of industry and agriculture, their ownership of the wealth of the richest of all lands, have a better right to hope for its realization than any other nation has ever had.

The destruction of that hope from without, or its surrender from within, would be an incalculable disaster.

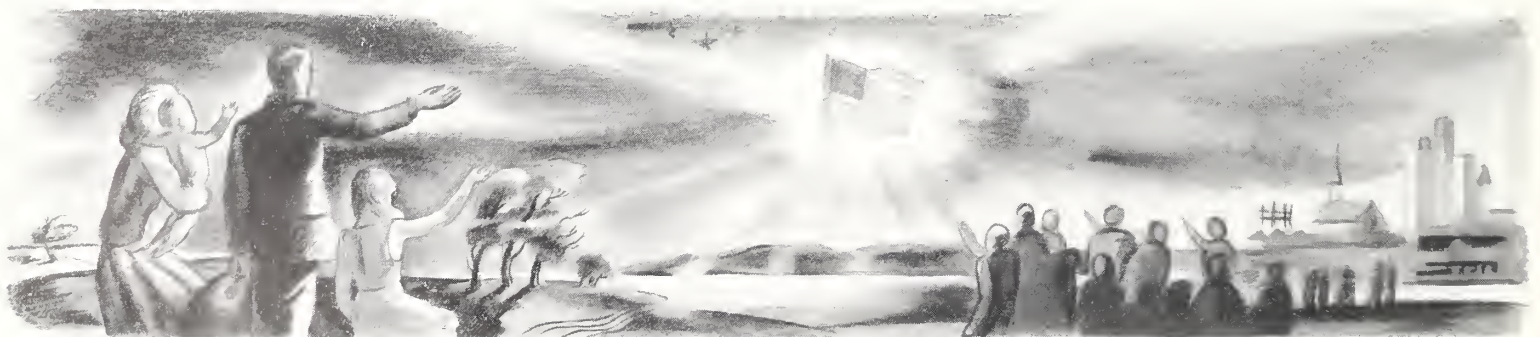
We who have signed this declaration of faith, declare our purpose to oppose by every means at our command the destruction of freedom in the United States.

We declare our belief that freedom is still a cause—still the greatest of human causes.

After all the violence, after all the victories of the enemies of freedom, freedom is still the cause to which we pledge our allegiance, and for which we pledge our lives.

—from *Congressional Record*, vol. 86, no. 192, p. 20521.

“ . . . freedom is still the cause to which we pledge our allegiance, and for which we pledge our lives.”



Teacher Supply and the Defense Program

by Benjamin W. Frazier, Senior Specialist in Teacher Training



In recent months, numerous accounts of teacher shortages attributed to the defense program have appeared in the press. At the same time, many unplaced but qualified teachers insist that their own observations indicate that there is a large surplus of unemployed teachers. Furthermore, there are thousands of legally qualified teachers and prospective teachers registered with placement bureaus and services who are unable to secure positions. Considerable confusion prevails concerning the true condition of teacher supply. Why should this confusion exist? Is there a shortage of teachers? If there is a shortage, how can it be remedied?

In answer to the first question, much of the confusion exists because those who are reporting conditions oversimplify a complex situation occasioned in part by specialization in educational service, and by the existence of large numbers of local school employing officers who function more or less independently of each other. There are more than twoscore different and distinctive subjects, grade levels, and supervisory and administrative services for which considerable numbers of workers in professional education are employed. There is an even larger number of distinctive areas of educational work, such as the teaching of Italian and the supervision of the teaching of adult illiterates, for which relatively few employees are needed. To further complicate the situation, the number of combinations of teaching subjects demanded by employers runs into the hundreds. In a given State, temporary shortages of teachers of highly specialized or infrequently offered subjects are almost inevitable even when there is a large surplus of teachers of commonly offered subjects. In speaking of a surplus or a shortage of teachers, it is easy to give misleading impressions unless the subjects or services in which the shortage exists are

named. Furthermore, in a given State, conditions may vary in different counties, and among cities, towns, and rural areas. Not infrequently there is a surplus of teachers in the larger cities, and a shortage in the rural schools of the same State. To avoid confusion, then, it is necessary to state specifically where the shortage exists. Finally, the balance of teacher supply and teacher demand is a delicate one, and is continually changing. A shortage in a given place, if made generally known to applicants elsewhere, is often changed to a surplus within a few days; and a surplus can be wiped out overnight by raising the requirements for employment. Hence statements concerning shortages in specific areas are often out-of-date when published, and must be constantly checked to insure their accuracy.

A second reason for the confusion which exists is the tendency to oversimplify statements concerning the causes for teacher shortages; for example, by attributing the lack of teachers wholly to the defense program. Some 29 factors that directly affect the supply of, or the demand for, teachers were listed in the National Survey of the Education of Teachers, and numerous economic, social, and political factors were not included in the list. A few of the many factors that condition the supply of teachers are: Educational requirements for certification and employment for each type of position; special restrictions pertaining to residence, sex, marital status, age, and the like; relative desirability of teaching as compared with other vocations, indicated largely by the salaries paid; the distribution of the school population among elementary, secondary, urban, and rural schools; and, at the present time, the demands of the military and naval services for men, some of whom were teachers or prospective teachers before entering service.

The third reason for the confusion

which exists is the difficulty of making applicants and prospective employers known to each other. The typical teacher in service or out of employment has small chance of learning about vacancies except at considerable expense of time, effort, or money. The means which employers have of making their needs known are sometimes ineffectual and often results in the waste of much human effort on the part of disappointed applicants. Hence a situation frequently arises in which a shortage of teachers of a given subject or combination of subjects is reported from one area, and a surplus from another area a relatively short distance away. Differentials among school systems in salaries and requirements for employment immensely complicate the whole situation.

Is there a shortage, or a surplus, of teachers in specified subjects and geographical areas? Only a very general answer can be given within the limits of a brief article, and with the data available. In May 1941 the U. S. Office of Education received questionnaire returns from 45 State departments of education concerning their anticipation of a possible shortage, or a surplus, of teachers during the present school year, in various grades and subjects. Although the returns were based in many instances upon judgments of the staff members rather than upon placement figures, they represented judgments made during the regular placement season for 1941-42, and probably indicate current conditions in the country as a whole fairly well. In States reporting neither a shortage nor a surplus of teachers, it may be assumed in most cases that there is a fairly satisfactory balance of teacher supply and demand.

Seventeen of the forty-five States responding, reported a shortage in one or more elementary school grades or types of work. In about half of these States, however, the shortages were not general

throughout the eight grades, but were confined to certain grades or types of work, such as rural school teaching; and some shortages were confined to limited parts of the State. Many of these shortages were in States in which very low salaries were paid. Inasmuch as the great majority of elementary school teachers are women, the shortages reported are scarcely attributable directly to the draft. For that matter, a surplus of elementary school teachers in one or more elementary school grades or types of work was reported by nine States.

In respect to high-school positions, 35 States expected more or less of a shortage in one or more subjects. To a large extent, these subjects were in vocational or special fields in which men predominate. The number of States contemplating a shortage in industrial arts was 11; trades and industries (shop included), 4; manual training and arts, 3; and vocational subjects (general), 6. The foregoing shortages are obviously related closely to the demands for men for defense industries, as well as for the Army and Navy. Other subjects in which shortages were contemplated, and the number of States reporting them, were: Science, 12; commerce, 11; mathematics, 10; home economics, 9; music, 9; vocational agriculture, 6; physical education, 6; art, 4; athletics (coaching), 2; library, 2; nursing, 2; and a few other subjects mentioned one time each. A shortage of "men," with no specification of subjects taught, was mentioned by 4 States. Although a number of the shortages reported are in fields in which men teachers are relatively numerous, women teachers can fill, and probably are filling, many of the vacancies in such fields.

A surplus of high-school teachers in one or more subjects was expected by 18 of the 45 States. The subjects and the number of States reporting them were: Social studies (history included), 14; English, 9; foreign languages, 3; and all high-school subjects except vocational or special, 5. For several years, there has been a surplus of teachers in many parts of the country in the subjects mentioned.

Many of the men teachers of vocational subjects such as agriculture are

prepared in land-grant colleges, in which military training is required or offered for prospective officers in the Army and Navy. Consequently, the induction of reserve officers into service has intensified shortages occasioned by the draft and by employment in Government, industry, commerce, and construction. The demands of industry for men skilled in science, mathematics, and the like are directly associated with the brisk demand for teachers in these fields.

The Supply of Women Teachers

Women constitute 78.9 percent of all public-school teachers. Although not directly affected by the draft, the supply of women teachers is indirectly affected by it. The supply of women teachers is being drawn upon increasingly to replace the dwindling supply of men teachers and to meet the needs occasioned by the defense program. The heavy demands for office and other workers in Government, industry, and commerce, and the increased demands for nurses, illustrate demands for women that are having their effects on the supply of elementary school teachers and prospective teachers. Furthermore, the marriage rate is becoming higher as employment and salaries increase, and this is also probably having some effect upon the supply of women teachers of elementary schools, home economics, and the like. Finally, transfers of teachers from one teaching subject or level to another sometimes results in extending shortages to the fields from which such teachers are drawn.

Underlying most of the immediate causes for teacher shortage is a more fundamental cause, namely, the increasing disparity in the more or less fixed salaries in teaching, and the rising wages and salaries in industry and commerce. In fact, the relatively low average annual salary of teachers, some \$1,374, in effect is constantly decreasing, as the purchasing power of the dollar dwindles. The only way most teachers have to avoid lowering their modest standards of living is to leave the profession and enter vocations in which salaries or wages are increasing.

Recent studies and reports made by

various agencies tend to confirm the existence of conditions reported directly to the U. S. Office of Education. The recent report of a research study conducted under the auspices of the American Council on Education indicates a marked shortage of men teachers in vocational subjects, industrial arts, physical and health education, and physical science. Conditions were found to be continuously shifting.

For several years the National Institutional Placement Association has collected placement figures from member institutions. In respect to the entire teaching staff including both men and women, conditions as reported in recent months by most placement offices are by no means alarming. The percentage increase or decrease in average placement rates for elementary school teachers (chiefly women) since 1936 have varied as follows: 1936, 82; 1937, 90; 1938, 81; 1939, 87; and 1940, 85. In the secondary schools and special fields the average percentages of registrants placed were as follows: 1936, 80; 1937, 91; 1938, 71; 1939, 72; 1940, 62. In certain subjects, however, the placement rates were much higher than these. In general, the report for December 1940 indicated that the country as a whole was definitely oversupplied with teachers of social studies and English, and in need of teachers of home economics, industrial education, music, physical education, and elementary school grades. The total placement rate for all men teachers was 63 percent, whereas the rate for all women teachers was 75 percent. The report of the association for December 31, 1940, shows the following percentages of placement in 160 institutions, serving 23,651 qualified teachers.¹ (See table on next page.)

Some Means That Are Being Used

How can the limited but widening teacher shortage best be checked? There are several means at hand, combinations of which even now are being used effectively in certain areas. Probably the greatest difficulty in the future will not

¹ National institutional teacher placement association. Seventh annual teacher placement survey. By Harold E. Moore and Harley E. Talley. In *Proceedings, Seventh annual winter conference*, p. 30, Athens, Ga., University of Georgia, Mary B. Bondurant, sec., 1941.

Major field or curriculum

Presecondary school—4-year curricula

	Percent placed
Nursery school.....	56
Kindergarten.....	87
Kindergarten-primary.....	75
Kindergarten-3 grades.....	98
Primary grades.....	88
Intermediate grades.....	85
Upper elementary grades.....	76
Grades 1-6.....	96
Grades 1-8.....	82
Rural.....	95
One-year curriculum.....	95
Two-year curriculum.....	94
Three-year curriculum.....	91
Five-year curriculum.....	73
Total.....	85

Secondary schools and special fields

Agriculture.....	75
Art.....	62
Biology, botany, zoology.....	46
Chemistry.....	48
Commerce.....	70
Education, psychology, administration.....	61
English.....	57
French.....	36
Geography.....	46
German.....	32
Health.....	56
History.....	43
Home economics.....	83
Industrial education.....	91
Italian.....	55
Journalism.....	47
Latin.....	56
Library science.....	75
Mathematics.....	60
Music.....	78
Nursing.....	93
Physical education.....	70
Physics.....	56
Science.....	62
Sociology.....	31
Social studies.....	49
Spanish.....	34
Special class, critic, etc.....	92
Speech.....	59
Total.....	62
Grand total.....	71

be a lack of remedies, but a lack of vigorous application of the remedies that exist.

To begin with, general conditions are fairly favorable for maintaining a reasonable supply of teachers in most fields. There will be approximately 25,000 fewer teachers in the elementary schools this year than were employed last year, because of the steady decline

in the number of elementary school children. It is true that an approximately equal number of additional high-school teachers will be employed, but most of them will give instruction in academic subjects in which there is an ample supply of teachers. Furthermore, men teachers over 28 years of age are now returning from military service and others will be returning soon. Eventually the number of men returning from service will balance or exceed the number entering it.

In most of the areas of rapidly growing population where military training, shipbuilding, airplane manufacturing, and similar defense activities are in progress, the local supply of teachers appears to be adequate wherever the additional needs have been sufficiently publicized. The regular local city, county, and district school officials, and not Federal officers, select the teachers in all of these areas except in some military reservations where no marked demand for teachers exists.

For years there has been a surplus of teachers in many subjects and a considerable reservoir of unplaced teachers still exists in some fields. Largely because of the depression surplus of teachers, it has been possible to raise certification requirements at an unprecedented rate, averaging among States approximately 1 college year per decade. An increased supply of teachers of a sort could be obtained in almost any subject by lowering State certification and employment requirements; but such lowering of standards would be most unfortunate. This extreme step under present conditions will rarely be necessary, if other and better means are given fair trial.

During the depression and before, a number of artificial restrictions not related to teaching competency were made with respect to residence, marital status, and the like. Many of these restrictions still exist. For example, one State department officer recently said, "There is not much opportunity for out-of-State teachers to receive consideration in this State." Some States require a period of residence or college attendance as a prerequisite for certification. Probably 50 percent or more of the cities have policies favoring

local teachers, and the percentage may be even higher in rural areas.

Restrictions against married women teachers are found in many places for reasons in no way reflecting upon the competency of such teachers. Married teachers are employed as new teachers in less than one-half of the cities with more than 100,000 population, and in less than one-fifth of the cities with population between 30,000 and 100,000. Largely because of adverse employment policies, the percentage of married women teachers has been decreasing for more than a decade. During and since the depression, tens of thousands of competent teachers have married and left the profession. A change of policy with respect to the re-employment of married women teachers whose preparation is fairly up-to-date, and of competent out-of-State teachers, would increase the supply of available teachers, with no appreciable lowering of standards.

Teachers in preparation and educational guidance officers can assist materially in securing greater ultimate equalization of teacher supply in different subjects and combinations of subjects, by careful study of all available State and local placement rates for such subjects, and by adjusting or advising the adjustment, of the college courses taken. Many unplaced teachers of English or social studies would be employed if they had majored in vocational, special, or scientific subjects.

Temporary adjustments of various kinds are being made to meet shortages. For example, to meet a shortage of trade and industrial arts teachers, school officers in one State plan to certify juniors as well as graduates in industrial art subjects; and to recruit certain high types of mechanics and give them specialized training in curricula adapted to the purpose. It is possible for many prospective teachers to modify their courses this year and earn enough additional credits to qualify them by next year in majors or minors for which there is a marked demand for teachers. Deferment of retirement of mature teachers is possible in some instances. There is also a considerable amount of transfer or other change in the grades or subjects taught

by teachers; for example, unemployed high-school teachers of academic subjects upon occasion are accepting elementary school positions after taking additional work. When class sections are small, consolidation is sometimes resorted to advantageously.

Teacher Placement Services

Wider extension of the services of free public teacher placement services, and greater coordination of the services that exist, would assist markedly in the movement of unplaced teachers to regions where they are needed. About a dozen State departments of education maintain organized teacher placement bureaus or services, these being in Alabama, Idaho, Maine, Maryland, Massachusetts, Minnesota, New Hampshire, Delaware, Oklahoma, Pennsylvania, Vermont, and Wyoming. On an average, these place about 125 teachers per year each. In addition, informal or incidental placement services, such as teacher registration, etc., are provided by Florida, Louisiana, Mississippi, Texas, West Virginia, and possibly other States, none of which places many teachers.

The State education associations of the following States maintain placement services for teachers: California, Michigan, Montana, North Carolina, North Dakota, and South Carolina. Usually small commissions are charged by these placement offices. The average number of placements made by each office probably does not exceed that of a typical State department of education placement service. Registrants are usually confined to members of the respective State associations.

Most higher education institutions assist in placing their more promising graduates, but usually their services to their older alumni are limited. Private commercial teachers agencies place many teachers; however, they charge a commission, usually 5 percent of the first year's salary. A list of private teachers agencies belonging to the National Association of Teachers' Agencies may be secured from the association, 533 Genesee Valley Trust Building, Rochester, N. Y. Useful address lists of educational officers in public schools and colleges are given in the *Educational*

Directory published by the U. S. Office of Education.

Of all the means for obviating a shortage of teachers, the raising of salaries is accepted as the most effective. A number of school systems have taken this step, but the movement as yet is only in its beginning stages. At the same time the purchasing power of the salaries teachers receive is dwindling steadily, and competing vocations are drawing an increasing number of these workers from the schools. If the shortage of teachers in certain fields increases, which appears probable, only a substantial rise in salaries will prevent a steady deterioration of the teaching personnel in such fields. With increased salaries and the employment of some of the other measures previously suggested, there is no reason to believe that the battle for democracy now being implemented through the defense program, will be lost by default in the foremost citadel of democracy: The public school.



American Guide Week Celebrated

Many school and public libraries throughout the Nation, as well as private libraries, and book stores have set aside a shelf or two labeled "American Guide Series."

Beneath the geographic title of each volume are the words, "Compiled by the Writers' Project of the Work Projects Administration for the State of ———," and the name of the State or local sponsoring body—the State university, the department of education or conservation, the Governor, the mayor, or other public agency or official.

Behind these credits on the title page of each of the volumes lies a story of 6 years of a part of the Federal Government's aid to unemployed white-collar workers.

Each State together with Alaska and Puerto Rico is represented in the series. Companions to the State guides are scores of city, town, and county guides and histories. Part of the series are the State pictorial guides, in which photographs, words, and drawings are

blended into a portrait of each State. Another part of the series are the State recreation pamphlets. As a part of the national defense effort, there are guides for the use of soldiers and civilians in military areas, a series of health almanacs, and special publications for local civilian defense groups.

The scope and nature of the guides were described by the President in a letter concerning the observance of American Guide Week, in which he commends the series to readers as follows:

Through these guides citizens and visitors to our country now have at their fingertips for the first time in our history a series of volumes that ably illustrate our national way of life, yet at the same time portray the variants in local patterns of living and regional development.

It is a tribute to American energy and resourcefulness that the WPA Writers' Program, with the aid of private citizens and public bodies, and the use of the skills of unemployed writers and research workers, could have planned and brought to early completion a guide to each State, principal city, and major region, including the far-flung territories of Alaska and Puerto Rico.

Each major volume in the series has several hundred pages, is illustrated with about 100 photographs and maps, and sells within the price range of the average long novel. Each major guide is divided into two sections. The first section consists of a general introduction to the State. The second section consists of a mile-by-mile description of every major highway, point of interest, and town and village, with a separate section devoted to the larger cities and towns.

All costs of publication and distribution of the series are underwritten by local tax-supported bodies and publishers.

New volumes are being added to the guides that have already appeared. A pictorial survey of the United States is being translated into Spanish for distribution by the United States State Department in other American countries. Regional volumes are being prepared about American handicraft, illustrated with plates drawn by the WPA Art Project's Index of American Design.

A catalog of all available publications may be had by writing to the Director of the WPA Writers' Program, 1734 New York Avenue, NW., Washington, D. C.

What Legislation Is Appropriate?

by Katherine M. Cook, Chief, Division of Special Problems

★★★ In seeking appropriate legislation concerned with the education of physically handicapped groups it is well to keep in mind, both advocates and legislators, that the principles underlying education for such groups, the basic objectives in American education, are the same for all children, handicapped or normal, so far as physical fitness is concerned. These have been so well stated at a recent conference of State supervisors of special education as to bear repetition:

... In our democracy the objective of equality of opportunity for all implies respect for the integrity and worth-whileness of individual human personality. It implies equity of opportunity of a kind which for all children aims to adjust educational organization, equipment, procedures, and curriculum to the needs of individuals.

We reaffirm our faith that these principles apply with equal force to the understanding and education of those who by unfortunate circumstance of inheritance or accident present problems unique in nature and difficulty. To the handicapped child the accepted ideals and objectives in a democracy require, as for all children, opportunity for a satisfying measure of self-realization, and opportunity for such appropriate and adequate care and education as may contribute to an effective degree of social and vocational efficiency.

This statement sets forth the principle upon which education for all types of children in any way exceptional—that is, differing much or little from the average run-of-the-mill group, is based. It assigns to special education an unmistakable place in the general program of education in every community.

Appropriate legislation, then, concerns adaptations in the general provisions and practices in education to meet the special needs of handicapped groups. There are no fundamental changes in the principles involved, legal

or educational. It should be planned to provide the legal essentials of an adequate program which may perhaps be best formulated in the light of the history of the movement for the education of physically handicapped children and of practices proved successful in representative States.

What Is an Adequate Program?

Early efforts to educate our physically handicapped children were largely through residential schools which were established in the United States about the middle of the nineteenth century, though of course less organized efforts go back much further in point of time.

The next important step in development was the recognition that children are entitled, under the principles enunciated, to an education at home—that school and home training may parallel each other, a step which has resulted in the establishment, especially in urban communities, of regular day-school classes for handicapped children in local school systems. This significant achievement which was fairly well under way in the early 1900's was a part of a general movement based on wider understanding of the importance of individual differences in the provision of educational programs and consequent adaptations in organization and methods, to extend school facilities more nearly to reach 100 percent of the children who were or should be in school.

Wisconsin, the first State to enact legislation providing for classes for handicapped children in public day schools, took the first step in 1885. It followed this action in 1901 by establishing the first inspectional position in a State department of education for "approving" such classes. This recognition of the State's responsibility for assuring an equitable program of education for all of its children is espe-

cially significant. That provision for the establishment of special classes, State-wide in application, together with State aid and State supervision, is one of the fundamental essentials in establishing and maintaining successful programs for the education of exceptional children has in the intervening years been proved through practical experience. Equitable allocation of responsibilities between State and local systems, including financial responsibilities, is another important requisite of such provisions in an adequate State program whether by law or State department regulation.

In general, progressive States provide the necessary legal framework, leadership, stimulation, and supervision, set up standards to be followed and approve them as a basis of financial aid; the local systems assume immediate responsibility for maintaining diversified programs designed to meet the needs of special as well as average or normal children. It is worthy of note in this connection that Wisconsin recently provided for a coordinated program of education for the blind, deaf, and hard of hearing by placing residential schools for these groups under the direction of the division in the State department of education in charge of the day-school classes for these and other exceptional children. This movement for coordination of a State's education efforts for the handicapped has much to commend it from an economic as well as an educational standpoint. It is being followed in an increasing number of States.

There is, of course, a national phase of the education of exceptional children which, while not directly involved in this discussion of State legislative programs, is significant in any consideration of complete and adequate service. Professional leadership, research, con-

¹ Abstract of an address at the South Atlantic Zone Conference of the American Society for the Hard of Hearing, Nashville, Tenn.

sultative and advisory as well as informational and promotional services. Nation-wide in scope, are needed among States as they are among local systems within States. Every American citizen who has at heart the educational welfare of handicapped children has an interest in the adequacy of the facilities available through the Federal education agency, the U. S. Office of Education. An adequate program involves local, State, and Nation-wide service of as high an order of efficiency as is provided in any other field of publicly supported educational service, including that from the Federal Government.

Appropriate Legislation

State legislation plays an important part in implementing programs for the education of physically handicapped children of the kind indicated. It is granted, of course, that efficient administration is equally necessary. Even the best laws are ineffective without it. Compulsory education laws are classic examples. All States have these laws, yet in few of them are such laws adequately and effectively administered and enforced. Recent experiences with the selective service are sufficient to show the weaknesses of prevailing systems of enforcement.

Briefly, then, State legislation for an adequate State program involves:

(1) Compulsory school attendance provisions adequate to the needs of the particular State involved, probably including a continuing census of both normal and physically handicapped with indications of the incidence of the different types of handicap.

(2) An annual physical examination of all children. Preferably registration should begin at birth, insuring early discovery of physical defects and proper follow-up measures.

(3) State subsidization, involving standards to be set up by the State department of education and adapted to the needs of all children within the State regardless of residence, urban or rural, covering the excess cost of educating exceptional children above that of educating average children. Flexibility in the distribution of State aid to include, when necessary, transportation, provision for itinerant teachers, and similar

essentials is an important factor.

(4) Authorization — adequate to State needs (in some States none is necessary) for local school systems to provide for the education of exceptional children by whatever means are necessary to meet the situation. This, too, should apply to all children regardless of residence. (Two-thirds of the 26 million children enrolled in schools in the United States live in communities under 10,000 in population. Neglect of these children is a matter of real concern.)

(5) Provision for the education of teachers, general and special, to meet the needs of the respective States.

(6) Provision in the State department of education for professional supervision of the education of physically handicapped children and for adequate leadership and stimulation to make legal and qualitative provisions effective in practical operation.

In any plan for school legislation it is important to consider new provisions in light of the total legal set-up of the State school system. The provision for State subsidies is an example. In a few States this provision may be encompassed in the general law in which distribution is on a per teacher basis. In such States it may be necessary only to insure that the prescribed number of pupils per teacher is not so large as to exclude subsidization of the small classes necessary for most types of exceptional children. In other States a stated amount of State aid per special class should be provided. This principle applies in securing enactment of new laws in every State. One must first study the total legislation affecting schools and then fit into it the type of new laws necessary to secure the desired result. In general, when subsidies are arrived at for providing excess cost of conducting special classes, a maximum rather than a stated amount is provided with flexibility within certain stated limits. Some types of special education are much more expensive than others; costs differ among States, among localities within States, and according to the needs to be met. For example, children with serious hearing defects may need lip reading classes daily; while for those with minor defects two classes a week may be ample.

Some provision should be made in every State department of education for research and experimentation in the education of physically handicapped children. We have progressed during the last 50 years in the use of instruments; audiometric and otological tests, e. g., locating defects and ascertaining degrees of intensity. We are making similar, if not parallel, progress in methods of teaching, especially through research in child development and mental hygiene, in our understanding and treatment of handicapped children. There are, however, many angles of our educational procedures which need intensive study, and State departments of education should be properly equipped in staff to fill this need.

All persons interested in securing educational legislation will find an enlightened public opinion and its support perhaps the most important factor in success. Creating understanding and sentiment in favor of the proposed plans is the most intelligent way to begin a campaign for progressive legislation.

75th Milestone

IN MARCH 1942, the U. S. Office of Education will reach its 75th milestone of service as the Federal Government's permanent agency representing practically all fields of education. Plans are under way and will soon be announced for commemoration throughout the Nation of this event.

The March 1942 issue of *SCHOOL LIFE* is being planned as the *Anniversary number*. A history of the U. S. Office of Education is being prepared by W. Carson Ryan, who was formerly associated with the Office.



Public Law 243, 77th Congress
Chapter 397, 1st Session
H. J. Res. 120

JOINT RESOLUTION

To provide for the proper observance of the one hundred and fiftieth anniversary of the adoption of the first 10 amendments to the Constitution, known as the Bill of Rights.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the President of the United States is authorized and requested to issue a proclamation designating December 15, 1941, as Bill of Rights Day, calling upon officials of the Government to display the flag of the United States on all Government buildings on that day, and inviting the people of the United States to observe the day with appropriate ceremonies and prayer.

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Schools and other educational institutions throughout the Nation will join in this national program to celebrate in their own significant ways this one hundred and fiftieth anniversary of the Bill of Rights.

As an illustration of such plans, the U. S. Office of Education has just received the following announcement from the New York City Board of Education:

One thousand high-school students will present a pageant, *The Road to Freedom*, on the evenings of December 15, 16, 19, 20, 1941, and on January 9 and 10, 1942, at the Brooklyn Technical High School. December 15 has been chosen for the opening performance since that date has been selected throughout the country to commemorate the one hundred and fiftieth anniversary of the adoption of our Bill of Rights. From 403 B. C. up to the present, the pageant depicts man's struggle for freedom through the ages, and man's determination to rise above tyranny.

Bill of Rights Day

Great and noble men and women from all ages live again in the pageant—Socrates, Savonarola, Ann Hutchinson, and Thomas Jefferson are but a few.

"Our personal liberties guaranteed in specific terms in the Bill of Rights cannot be effectively defended by all citizens unless they are understood by all citizens," asserted Commissioner Studebaker in commenting on the significance of the Bill of Rights Day. "Every technique of education and communication should be used in efforts for enlightenment of all citizens.

"In these times, when we are determined to maintain self-government, we must put special emphasis on the history and meaning of the unending struggle for freedom."

Some Suggestions Offered

The newly organized School and College Civilian Morale Service in the U. S. Office of Education, offers the following suggestions for schools, colleges, and libraries in preparing for the Bill of Rights Day:

Make a library exhibit or display of books, pamphlets, and visual-aid materials dealing with our heritage of freedoms. The Library of Congress, Washington, D. C., has a standing display of such materials.

Have students in art classes prepare posters on Bill of Rights Day, giving artistic expression to the theme. Exhibit these in schools, business windows, banks, and public buildings.

Public-speaking classes may well develop student panels on various phases of the Bill of Rights. Schedule short presentations by student speakers in classrooms, at Parent-Teacher Association meetings, and other public gatherings. The expression of the ideas by young people themselves will help them master the significance.

Prepare a pageant on freedoms, depicting the struggle of mankind down through the ages, for the rights which we defend today. There are pageants

of this type on the market, but it is recommended that, if there is time, students do their own research and write their own pageant. In many places such a pageant will be welcomed as a community-wide affair.

Have students in social-studies classes prepare scrapbooks containing clippings from newspapers and magazines which dramatically demonstrate freedom in action.

Organize student groups to visit courts and meetings of city councils, school boards, organization meetings, and report back to classes on the democratic processes in action. Discuss these reports under such topics as, *How Does the Bill of Rights Protect Me in the Court? What Is the Alternative of Doing Business Through Discussion and Majority Vote?*

Cooperate with the special Bill of Rights committee in your local community in its program. If there is not such a committee, help to organize one.

If possible, secure from the State department of education at Albany, N. Y., information about the activities of educational institutions in New York State, where a Bill of Rights week has been celebrated in response to a resolution of the New York State Legislature.

Stage assemblies and public meetings, featuring as speakers local newspapermen on freedom of the press; lawyers on fair trial, city officials on free speech and assembly; ministers, priests, and rabbis on religious liberty, etc. Associate with these speakers student panels.

Secure and post a copy of the special poster (17 by 23 inches) entitled "The Four Freedoms," available from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. This poster is sent in a special tube at 10 cents including mailing. There is a discount of 25 percent on orders of 100 or more. The poster, containing the President's Four Freedoms, was prepared particularly for American Education Week by the United States Office of Education.

Obtain from the American Library Association its special bibliography on the Bill of Rights, which can be secured by writing to the Association at 520 North Michigan Avenue, Chicago, Ill.

(Concluded on page 92)

December 15—We Celebrate Our Freedom

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150th Birthday of the Bill of Rights

McTyeire School in Shanghai

Summary of a Report by Louise Robinson, Acting Principal

★★★ McTyeire School was founded in 1891 by the Methodist Episcopal Church South and first located at the corner of Thibet and Hankow Roads, now in the center of the business section of Shanghai. In 1916 it was moved to the present location at the corner of Edinburgh and Kinnear Roads in the western district of Shanghai about 1 mile from the western boundary of the International Settlement. Residents of these roads pay taxes to the Shanghai Municipal Council and are entitled to police protection and other services rendered to residents within the International Settlement.

The grounds are 15 acres in extent. The buildings number 6 and are:

- I. Lambuth-Clopton Building (1921). Dormitory, dining rooms, social hall, and kitchen, accommodating 400. Music studios and practice pianos.
- II. Richardson Hall (1934). Administrative and faculty offices, classrooms, library, study halls, art room, reception rooms, chorus room, and auditorium with a seating capacity of 1,000.
- III. Gymnasium (1929).
- IV. Science Building (old building remodeled). Classrooms and laboratories.
- V. Faculty House (1919).
- VI. Primary School Building (temporary building).

McTyeire School is self-supporting except for the salaries of the American teachers; they are paid by the Board of Missions in the United States. The annual income from tuition and other fees amounts to about CN\$250,000. The buildings with the exception of the gymnasium, which was the gift of alumnae and students, were gifts of the women of the church in the United States. As for other property, the school owns a city lot, with an area of something more than half an acre, in the business section of Shanghai.

The school now consists of four units: Two primary schools with kindergartens, a junior high school, and a senior high school. One primary school is at 420 Rue de Seiyes in the



The dragon wall.

French Concession; the other is at 11 Edinburgh Road, near the junior and senior high schools. The main feeders to the high schools are the McTyeire Primary Schools. Entrance of students not coming through them is by examination and during the past 2 years about one-third of the children that tried the examinations have been accepted. The majority of these new students go into the first and second years of the junior high school; very few are ready for the senior high school.

The junior high school curriculum calls for 30 to 33 periods, 45 minutes to a period, a week, and is as follows:

Subject	Junior 1	Junior 2	Junior 3
	<i>Periods</i>	<i>Periods</i>	<i>Periods</i>
Chinese.....	7	7	7
Mathematics.....	5	5	5
Elementary biology.....	3		
Elementary chemistry.....		4	
Elementary physics.....			4
Geography.....	4		2
History.....		4	2
English.....	5	5	5
Hygiene.....			2
Drawing.....	2	2	2
Physical education.....	2	2	2
Singing.....	2	2	2
Total number of periods per week.....	30	31	33

The senior high school curriculum also is arranged for 45-minute periods of 33 to 28 periods a week distributed among the different subjects as indicated below:

Subject	Senior 1	Senior 2	Senior 3
	<i>Periods</i>	<i>Periods</i>	<i>Periods</i>
Chinese.....	6	6	6
Mathematics.....	4	3	3
Biology.....	1	5	
Chemistry.....		2	6
Physics.....			2
History.....	2	3	3
Geography.....	3	3	
English.....	5	5	5
Home economics.....			
Religion.....	2	2	2
Physical education.....	2	2	2
Singing.....			
Total number of periods per week.....	33	33	28

¹ Three laboratory periods.

² Four laboratory periods.

³ One term.

The school year is divided into two sessions: Winter, beginning the first week in September and ending about the middle of January; and spring, beginning the middle of February and ending during the last week in June. Enrollment for the winter session 1940 was 460 in the high schools, 596 in

primary school No. 1, and 520 in primary school No. 2—a total of 1,586. The staff of the high schools was 47; of the primary schools, 48.

A gymnasium and outdoor tennis and basketball courts furnish opportunities for daily exercise. Basketball, volley ball, baseball, and other games are played. Interclass games are scheduled by the athletic association. Corrective exercises are given to those who need them.

Medical Examination Required

Medical examinations are required of all students. Follow-up work is done in the weekly clinics held by the doctors and the daily clinics held by the school nurses. Vaccination and typhoid and cholera inoculations are given free of charge by the health department of the Shanghai municipal council.

Music has been given an important place in the school since its founding. A diploma is offered to students completing the music course of study and this diploma is accepted as entrance requirement for such schools of music as the New England Conservatory. The school owns 30 pianos which are used for instruction and practice. During the present term there are 200 children and girls studying piano.

In addition to private lessons in piano, private instruction in voice and violin is also given. Chorus singing is required of all students. The best students from the three senior high school classes form the senior chorus.

Have Attended Many Colleges

In its nearly half a century of life, McTyeire School has graduated 568 students. Two hundred have continued their studies in universities in China. Ninety-one, including several that were able to enter college before graduating from McTyeire, have studied in universities outside of China. In the United States, students from the school now hold the bachelor of arts degree from Wellesley, Oberlin, Mount Holyoke, Randolph-Macon, Barnard, Vassar, Duke, Bryn Mawr, George Washington, and Cornell. They have earned the master of arts degree at Michigan, Columbia, and Wisconsin; and diplomas in music from the New England Conservatory, Oberlin College, and Damrosch School of Music in New York City. The doctor of dental science degree has been taken at the University of Michigan, and the doctorate in medicine at Michigan and Cornell.

Such is a brief description of this school which has served for a half century.

The faculty house.



Public School Business Officials

The National Association of Public School Business Officials increased its membership during the past year from 700 to 900, according to reports at its annual convention, October 13-16, at Atlantic City. The following research committees have been working during the year:

School accounting practice; insurance; cafeteria costs; extra-curricular activity accounting; electric rates; simplified specification standards; professionalization; and liaison committee with the National Council of School House Construction.

The convention was organized so that one-third of the time was devoted to general addresses and two-thirds to section meetings and round-table conferences. Topics discussed at section meetings included: Retirement of non-certified personnel; liability for school accidents; buildings and grounds; finance and accounting; and purchasing.

Topics discussed at the round tables were: personnel problems; community use of school buildings and grounds; standards of textbook construction; maintenance problems; problems of the clerk-treasurer and secretary; instructional and office supplies; custodian and engineering problems; and accounting.

A novel presentation at one of the general sessions was a group of slides showing the types of material put out by the Los Angeles School Board to interpret the school budget to the taxpayer, followed by the playing of a transcription of some of the actual speeches for and against the budget as recorded at the public hearing before the board of education.

Next fall the convention will meet in Cleveland.

EMERY M. FOSTER,
Chief, Statistical Division.

Upon request to the U. S. Office of Education, Federal Security Agency, Washington, D. C., lists of its publications will be sent free.



EDUCATORS' BULLETIN BOARD



by SUSAN O. FUTTERER and RUTH A. GRAY, U. S. Office of Education Library

New Books and Pamphlets

Junior Colleges

The Junior College Movement, by Carl E. Seashore. New York, Henry Holt & Co., 1940. 160 p. \$1.75.

An appraisal of the junior college movement in nontechnical language.

Guidance Programs

Home Room Guidance Programs for the Junior High School Years, by Mary E. Ford Detjen and Ervin W. Detjen. Boston, Houghton Mifflin Co., 1940. 509 p. \$1.90.

This series of programs covers a different phase of guidance for each of the six terms of junior high schools: orientation program, VII B, social, moral, and ethical guidance, VII A, recreational and cultural guidance, VIII B, general educational guidance, VIII A, vocational guidance, IX B, educational guidance, IX A.

Civics

Civics, by W. Maxwell Reed. New York, N. Y., Boy Scouts of America, 1940. 89 p. illus. (Merit Badge Library of Boy Scouts of America.) 20 cents.

Facts in civics and a chapter on vocational opportunities in civics; includes a biography of leader—Theodore Roosevelt.

Youth

The American Youth Commission of the American Council on Education, 741 Jackson Place, Washington, D. C., has been engaged in an extensive investigation of the problems of youth. The findings of several of its surveys have been published and other studies are in progress.

A 15 percent discount is available when three or more titles, exclusive of pamphlets, are ordered at one time. A 25 percent discount is given on standing orders of all publications of the Commission as issued. Recent titles include: What the high schools ought to teach. 36 p. (pamphlet). 25 cents, paper bound; 50 cents, board bound. Youth tell their story, by Howard M. Bell. 273 p. \$2 cloth; \$1.50 paper. Negro youth survey: Children of bondage, by Allison Davis and John Dollard. 327 p. \$2.25. Negro youth at the crossways, by E. Franklin Frazier. 324 p. \$2.25. Leaflets describing the publications may be obtained from the Commission.

Alcohol Education

Activities in Alcohol Education; Program Manual of Allied Youth, Inc. Washington, D. C., Allied Youth, Inc. (National Education Association Bldg.) 1941. 23 p. 25 cents.

Programs for Allied Youth Posts and other youth groups engaged in alcohol fact-finding and alcohol-free recreation. Deals with party plans, original types of games and outings, and month-by-month correlation of recreation with the educational programs.

Democracy

Freedom or Fascism? New Haven, published for the Connecticut League of Women Voters by Yale University Press, 1940. 56 p. 25 cents, single copy. (Order from: Yale University Press, New Haven, Conn.)

Builds up an understanding and appreciation of democracy through a comparison of our way of life with that of Nazi Germany. Prepared for use in discussion groups, schools, adult education classes, etc.; questions for discussion at the end of each chapter.

Social Services and Schools

The Social Agencies and Public Education in New York City, by William Jansen. New York, Bureau of Publications, Teachers College, Columbia University, 1940. 136 p. \$1.85.

Presents a brief discussion of the various types of social agencies available to the schools and suggests ways in which cooperation can be increased.



Recent Theses

A list of recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

ADAMS, CLIFFORD R. Individual differences in behavior resulting from experimentally induced frustration. Doctor's, 1940. Pennsylvania State College. 195 p. ms.

BOTTORF, EDNA A. An approach to an appreciation of art. Doctor's, 1940. Pennsylvania State College. 263 p. ms.

BUCKNAM, MARGARET E. A comparison of the fluency of oral recall with written recall in silent reading in geography in grade 5. Master's, 1941. Boston University. 72 p. ms.

CAYN, MARY CLOUGH. The historical development of State normal schools for white teachers in Maryland. Doctor's, 1941. Teachers College, Columbia University. 184 p.

CHATTERTON, ROLAND H. Methods of lesson observing by pre-service student teachers; a comparative study. Doctor's, 1940. Teachers College, Columbia University. 137 p.

DANTON, J. PERIAM. The selection of books for college libraries: an examination of certain factors which affect excellence of selection. Doctor's, 1935. University of Chicago. 37 p.

DEBOER, JOHN J. The emotional responses of children to radio drama. Doctor's, 1938. University of Chicago. v. p.

DRAKE, EFFIE M. A study of the vocational choices of the seniors in Huntington High School and their relation to vocational interests and mental abilities. Master's, 1940. Hampton Institute. 83 p. ms.

FELL, Sister MARY LEONORE. The foundations of nativism in American textbooks, 1783-1860. Doctor's, 1941. Catholic University of America. 259 p.

FRISTOE, DEWEY F. A study of the facilities and practices in the off-campus rural elementary laboratory schools of the State teachers colleges of Illinois. Doctor's, 1940. New York University. 168 p. ms.

GABELMAN, LOIS S. A guide to plays for Christian education. Master's, 1939. Eastern Baptist Theological Seminary. 47 p. ms.

GOLDFARB, WILLIAM. An investigation of reaction time in older adults and its relationship to certain observed mental test patterns. Doctor's, 1941. Teachers College, Columbia University. 75 p.

GREENHOE, FLORENCE. Community contacts and participation of teachers: an analysis of the community relationships of 9,122 public-school teachers selected as a national sample. Doctor's, 1938. Ohio State University. 91 p.

HOUSE, RALPH W. The efficiency of a program of initial instruction on the pronunciation skills at the fourth grade level as evidenced in skills growth. Doctor's, 1940. Pennsylvania State College. 420 p. ms.

JOHNSON, LOAZ W. The administrative function of English in the University of California: the evolution of the examination in subject A. Doctor's, 1938. University of California. 77 p.

KRAUSE, LAWRENCE J. The correlation of adjustment and achievement in delinquent boys. Doctor's, 1941. Catholic University of America. 74 p.

LACHUT, ADELINE N. An experiment with a State-name test. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 84 p. ms.

MCAPPEE, FLORENCE. A curriculum for the preparation of the general elementary teacher in relation to physical education. Doctor's, 1939. New York University. 404 p. ms.

ROBINSON, ELEANOR L. A comparison of ratings on the 1936 and the 1937 revisions of the Stanford-Binet intelligence scale at the first-grade level. Master's, 1940. Pennsylvania State College. 33 p. ms.

ROGERS, MARJORIE K. A study of the pronunciation difficulties of Spanish-culture beginners. Master's, 1940. Texas College of Arts and Industries. 48 p. ms.

RUBIN, NATHAN. Safety and health of the school child: a self-survey of school conditions and activities at a typical annex of a modern high school. Master's, 1939. New York University. 196 p. ms.

STROHOEFER, FRANCIS K. The development of procedures for meeting leisure-time needs for boys: an experiment in the organization and administration of a boys' club as a phase of a leisure-time program for boys at Bayonne, N. J., conducted with limited financial support. Doctor's, 1940. New York University. 127 p. ms.

SUTTON, RACHEL S. The education of teachers for the elementary schools of Georgia. Doctor's, 1940. Ohio State University. 277 p.

TROUTWEIN, W. EARLE. An analysis of the activities of coal mining for high school physics and chemistry courses at Robertsdale, Pa. Master's, 1940. Pennsylvania State College. 43 p. ms.

WHITCOMB, BEATRICE. A study of the methods of grading in girls' physical education in the secondary schools. Master's, 1940. New York University. 78 p. ms.

WHITE, KENNETH D. The expansion of the educational services of State teachers colleges by the inclusion of a junior college program. Doctor's, 1940. New York University. 129 p. ms.

WILLMOTT, JOHN N. High school boys electing industrial arts: a study of certain factors differentiating the industrial arts group from the group not electing industrial arts. Doctor's, 1941. Teachers College, Columbia University. 71 p.

WILSON, IRMA. Mexico: a century of educational thought. Doctor's, 1941. Columbia University. 376 p.

WRIGHT, MARION M. T. The education of Negroes in New Jersey. Doctor's, 1940. Teachers College, Columbia University. 227 p.

The New Italian Middle School

by Howard R. Marraro, Romance Languages, Columbia University

★★★ The School Charter (Carta della Scuola) which was promulgated by the Grand Council of Fascism on February 15, 1939, and has been discussed in several educational periodicals in the United States, was expected by the Italian authorities to begin to go into effect in September 1939. Because of disturbed conditions, however, introduction of the reforms provided by the charter was postponed for at least a year.

One of the first steps toward making the reforms effective was the adoption of the law of July 1, 1940, No. 899, instituting the new middle school (*scuola media*). This is a lower secondary school with a curriculum 3 years in duration for children normally from 11 to 13 years of age, inclusive. It is not a junior high school in the American sense of those words. The age ranges are different; the instruction leading to admission to it is unlike that in the elementary schools of this country; and graduation from it leads into types of higher secondary schools distinctly different from the American senior high school. But like our junior high school it is exploratory in that the middle school in cooperation with the families is expected to orient the pupils in their choice of later studies. Plainly such orientation is needed, for the graduate of the middle school has a choice of eight or more types of higher secondary instruction: classical lyceum, scientific lyceum, teachers' institute, and commercial technical institute, all with 5-year curricula; and agricultural institute, industrial institute, nautical institute, and institute for geometricians, all with 4-year curricula. In addition there is the 3-year institute for women.

This law of July 1, 1940, provided that the first classes (years) of the middle school should be initiated in the school year 1940-41 and that in succeeding years the second and third classes are to follow and thus gradually replace the three lower classes of the

former gymnasiums, technical institutes, and teachers' institutes.

A middle school may be established where there are at least 80 children for the 3 classes. The number of children in a class may not in any case be more than 30. The commune must provide the building, grounds, regular maintenance, and water, light, and heat. The State will provide the teaching staff. Admission, matriculation, and attendance fees are charged.

Royal Decree

The program of studies for these new schools was set out in Royal Decree of July 30, 1940, No. 1174, and is as follows:

Subject	Hours per week		
	I	II	III
Religion.....	1	1	1
Italian, Latin, history, geography	16	16	15
Mathematics.....	3	3	3
Drawing.....	2	2	2
Military science or home economics			1
Total.....	22	22	22
Physical education.....	2	2	2
Work.....	2	2	2

The general discussion of the program emphasizes the fact that the method of teaching is far more important than the content of the subject studied. The anthologies to be used in the various classes will furnish teachers and pupils the necessary reading matter. However, it is pointed out that there is no set group of authors to be studied. The class libraries which are to be established in every middle school will supply the need for supplementary reading. According to the new decree, reading will constitute the very life of this school, since it aims to instill in the mind of pupils the idea of the "dignity" of study. In fact the chief aim of the entire curriculum is to give the students a vivid realization of this "dignity" and to incite and encourage them toward loftier human ideals.

The middle school must conduct its work in an atmosphere of friendliness

so that the personality of the pupils may be revealed more readily and developed more fully. Accordingly, teachers must not resort to empirical methods or to external expediences. Rather, they must encourage and stimulate the spirit of spontaneity in students and "live" as far as possible in constant association with them. However, in developing the individuality of pupils, school teachers are instructed to bear constantly in mind the "higher collective exigencies" of society.

The object and scope of each subject studied in the middle school, as prescribed by the decree, are as follows:

Religion.—The programs of study previously fixed by the ecclesiastical authorities are approved.

Italian.—The chief aim in the teaching of Italian is to arouse an interest in reading. Accordingly, anthologies and books in class libraries must develop and strengthen a love for the world of art and culture, a task which may best be accomplished in children by firing their imagination. The passages selected must serve as a positive guide in making children feel "the poetry of language." In the study of grammar the aim is to give students the tools necessary for the acquisition of a knowledge of reading, writing, and speaking, so as to develop a proper appreciation of literature. In order to enable students to acquire more readily a personal style in their writing, in place of the dry old-fashioned and traditional themes, pupils of the middle school are encouraged to write their own "chronicles or diaries," that is, records of moments of inspiration, of daily events, and of other significant incidents in their daily lives. Classical literature is not neglected although the curriculum also includes modern Italian and foreign writers.

Latin.—The teaching of Latin grammar in this school emphasizes the disciplinary value of the subject as a means of logical training of the mind. In addition to a grammatical analysis of the

language, the study includes the reading of selected passages from the Gospel. Cornelius Nepos, especially accounts of Hannibal and Cato, and other Latin authors.

History.—The textbooks for the teaching of history, prepared by outstanding historians and writers, stress the most important characteristics of each epoch. The selected passages are designed to arouse the interest and "cult" of students in Italian history. In this stage of their education students must be made to feel in a concrete manner the life of their country, its vicissitudes, and the most typical manifestations of its civilization. Throughout the whole course in history, Italy serves as the nucleus and the point of orientation of the growing spiritual interests of pupils. The vivid and dramatic representation of the most significant events, the presentation of the most outstanding figures of ancient, medieval, and modern history aim to arouse and develop such a keen interest in the subject that students are made to feel as though they are actual participants in the historical events. Beginning with such topics as the flowering of Mediterranean civilization including the Persian wars, the rise of Rome, and the work of the Empire and its civilization, the 3-year course in history covers the development of Christianity; the Church of Rome and the Popes; feudalism; the power and wealth of Italian cities, especially Genoa, Pisa, and Amalfi; the struggle of the communes for their independence and growth; the Signorie and principalities; the Renaissance; the efforts of the European powers to subjugate and conquer Italy; the House of Savoy and its princes from Emmanuel Filiberto to Charles Emmanuel II; the Risorgimento from Parini and Alfieri to Mazzini, Garibaldi, Cavour, and Victor Emmanuel; the return of Italy to Africa; the World War and the Fascist revolution; the new Italian Empire with emphasis on the ancient grandeur of Rome: the war of the Axis powers and the hoped-for-by-them triumph of the principles of the Fascist revolution throughout the world.

Geography.—In the teaching of this subject the emphasis is to show the role

played by Italians in the discovery of countries outside of Europe, emphasizing their natural resources and their commercial relations with Italy. Students also receive a clear and complete description of each European country, with special emphasis on the relation between the natural resources and the economic, political, military, and expansionistic conditions. The passages selected for reading show Italy in the Mediterranean as her natural geographical environment. This is followed by a careful study of the organic work of the Fascist régime in all fields of endeavor and particularly in drainage and irrigation works, industrial development, and the exploitation of mineral resources in the development of economic self-sufficiency—all factors responsible for the revival of Italy.

Mathematics.—The work consists of practical exercises and problems in arithmetic; problems in square root, ratio, and simple interest; triangles, parallelograms, and geometrical propositions; elementary principles of algebra and simple equations; areas of quadrilaterals, trapezium, pyramids, etc.

Drawing.—This course is correlated with the study of geography, geometry, and military science. It includes the study of principles of mechanical drawing; the drawing of geographical and topographical maps; free-hand drawing; reproductions of drawings of machines, etc.

Military science.—The programs approved by the Royal Decree of September 23, 1937, No. 1711, for the teaching of the first grade of military science are applied here.

Home economics.—In this course particular attention is paid to the love of family life, hygiene of the child and home, the care of the sick child, methods of preservation of clothes and furniture, the role of woman in the home, elementary knowledge of foods, dietetics, and infant feeding, and methods of keeping an economical budget in the management of homes.

Physical Education.—The programs prepared by the organization of the Italian Lictor Youth (*Gioventù Italiana del Littorio*) are applied here.

Editor's Note.—This article contributed by Dr. Marraro, comes

through the cooperation of the Comparative Education Division of the U. S. Office of Education, with the purpose of presenting a factual description of the plan and operation of the new Italian middle school. Through such information the Comparative Education Division seeks to keep readers informed about education in other countries.



Every State Reached

Reporting on the first 6 months of its service, the Information Exchange, of the U. S. Office of Education, showed on September 15 that it had reached every State in the Union and virtually every branch of educational service.

Outstanding in this report was the fact that requests have been proportionately equal from rural communities, towns, and large cities, as from local organizations, such as women's clubs, Boy Scouts, Girl Scouts, and community services, in addition to the long list of schools and colleges which have been reached.

Several new topics will be added to the present list of 14 subjects, all of which come under the general heading of education and defense. Packets under each topic are prepared for the various educational levels—elementary, secondary, higher, and adult. Among the new topics in preparation are *Homemaking and National Defense*, *Nutrition*, *Propaganda*, *Material for Forums*, and many others.

As with the packets already prepared, which are constantly being revised, specialists in various fields will select periodicals and other publications which will be assembled into packets under one heading and loaned free.

The usefulness of the exchange depends also upon the cooperation of teachers and schools, who are asked to contribute new ideas, publications, descriptions of programs, and other suggestions. In this way the packets can be adapted genuinely to the present needs and activities.

A list of packets available for loan may be obtained free by writing to the Information Exchange, U. S. Office of Education, Washington, D. C.

Elementary School Supervision

by Helen K. Mackintosh, Senior Specialist in Elementary Education

★★★ Since the days of Horace Mann, as Massachusetts reports, the department of education in that State has had an interest in the problems of teaching at the elementary school level. It is no doubt true that in each of the 48 States the very existence of a State department of education has meant some attention to the problems of elementary school instruction. An historical survey shows that real concern for elementary education began with the appointment of a staff member who because of training or experience, or both, recognized the need of elementary school teachers for help and stimulation. But elementary supervision, so named, did not appear in State departments of education until the turn of the present century.

Beginnings

During the period 1900-10 six States introduced elementary supervision with Wisconsin (1901) and Connecticut (1903) the first among them. Twenty-nine States during the next 10-year period, 1910-20, made some specific provision for supervision at the elementary school level. In the following decade, 1920-30, 8 more States came into the fold; and between 1930-40 there were 3 more. Two States have apparently never designated a person as definitely responsible for elementary supervision, although some services are rendered at this level. Historically speaking, then, supervision of elementary schools is a development of the past 40 years. The beginnings were chiefly in rural or small-town schools since only in first and second class cities were there local elementary supervisors in the early 1900's.

Characteristics

Supervision at the elementary school level when directed from a State department of education cannot be

thought of as a personal relationship between staff members and hundreds or thousands of teachers in the field. The State elementary supervisor exercises leadership by making available techniques, materials, and situations which will stimulate local study of community problems, and at the same time sets up machinery needed to coordinate activities in every part of the State so that sharing of worth-while experiences may occur. Perhaps the greatest service of the supervisor comes in assisting local groups to interpret their plans and programs, not only in terms of immediate values, but also in prospect and retrospect.

The commonly accepted definition of supervision has been synonymous for some time with the improvement of instruction. An essential part of this function, especially within the past 15 years has been the emphasis upon curriculum programs. Study groups in local communities have contributed to the development of such programs. The use of democratic procedures to develop curriculum guides or to revise courses of study is one of the marked characteristics of current supervisory practice. It stands in contrast to the techniques of an earlier concept of supervision which emphasized inspection, and acquisition of skill for its own sake. Improvement of instruction in the present commonly accepted sense has been broadened to apply to all types of learning experiences both in the classroom and in the community which can be used to develop a well-rounded citizen.

An analysis of organization of State departments of education shows that the elementary supervisor may make his plans for action independently, or that he may cooperate with other supervisors and services, or that his plans are coordinated with those of other supervisors through a division of instruction.

But the trend is toward cooperation with others regardless of the basis which serves as an organizing center within any given State department. These three characteristics, then: Leadership, democratic procedures, and co-operation are evidenced in the working relationships of those persons responsible for State supervision of elementary schools.

Who Is Responsible for Elementary Supervision?

There are two ways of looking at the question of responsibility for elementary school supervision in State departments of education. The first is to consider it from the standpoint of authorization in the law, and the second is to examine it from the standpoint of what actually exists as supervision in the various State departments.

Legal Authorization

At the elementary school level a variety of practices exist among States in the nature of the legal enactment under which supervision is established as a function of the State department of education. In all States supervision of public elementary schools is based upon direct or implied powers granted by law to the State superintendent of public instruction, or to the State board of education, or to both jointly. A number of States go no further than this general provision, but five-sixths of them by law either permit or require the employment of assistants, or specifically establish the position of elementary supervisor in the law. However, the existence of law does not insure that the service of such assistants or supervisors will be available, since States operate within the limits of appropriations.

For purposes of this study, States have been classified in three groups on the basis of the authority given the

State superintendent of schools or the State board of education, or both jointly, (1) to supervise the schools of the State; (2) to employ assistants; or (3) to appoint an elementary supervisor or the equivalent when the position has been established by law. Eight States operate under the first provision, 30 under the second, and 10 under the third.

In general, there is no radical difference in the type of service rendered under these three plans. The quality of supervision seems to depend upon factors unrelated to the nature of the authorization. It is an open question whether it is desirable for State laws to exist in the form of such general rules and regulations that the placement of a person responsible for elementary education on the State department staff is left to the State superintendent himself or whether the position should be established in the law.

Various Individuals in the Total Picture

The typical State elementary supervisor has not more than one full-time or part-time assistant to help in a program of supervision which covers a range of grades 1 to 8, serving the needs of hundreds, and sometimes several thousands of schools. He is usually responsible to the State superintendent, although there is a trend toward placing him within a division of instruction to whose director he is responsible. Statements concerning qualifications are meager and range from the requirement that he be a well-qualified person to one that calls for a master's degree, with experience as an elementary school teacher and as an administrator. The responsibilities may be roughly classified as both administrative and instructional.

Naturally, there are variations in State set-ups for supervision. In nine States there are a sufficient number of supervisors ranging from three to eight, so that they can be assigned on a regional basis. In three instances, these regional supervisors work at the elementary level only, in the others at elementary and secondary. In several States, Missouri, Oklahoma, and Tennessee, regional supervisors from the State teachers colleges work closely

with the State elementary supervisor or supervisors.

The county supervisor who is variously known as a helping teacher or a supervising teacher is considered as a member of the State elementary supervisory staff in those States where he is paid wholly or partly by State funds. This is true in Virginia, Maryland, New Jersey, and Wisconsin. A number of States including Alabama, California, Florida, Illinois, Indiana, Kentucky, Louisiana, Michigan, Mississippi, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, and West Virginia reported county supervisors in some or many of the counties. These persons were hired by and paid by the county.

The county superintendent is considered in some States as an important member of the State elementary supervisory staff although officially there is no connection other than an informal working relationship. In a considerable number of States he is the person through whom the elementary supervisor endeavors to influence instruction.

It is the responsibility of the State elementary supervisor to weave together the contributions of these various individuals in such a way as to represent instructional leadership within the State.

How Do State Elementary Supervisors Spend Their Time?

The elementary supervisor must be a specialist as well as a generalist. He must be able to give definite help to classroom teachers, and yet must be able to see problems and their solution on a State-wide basis. The activities of an elementary supervisor are many and varied. From among them it is possible to select those which are most important from the standpoint of frequency of occurrence both within a State, and from State to State, as well as those which represent innovations.

Variety of Activities

Of all the activities mentioned a greater proportion of the supervisor's time goes to curriculum study used as a means of improving instruction.

Overlapping, but frequently used independently, are activities such as:

1. Conferences on State, regional, and local basis, as well as with individuals.
2. Planning demonstration lessons for the improvement of teachers in service.
3. Working in close relationship with supervisors from State teachers colleges and universities.
4. Planning, carrying out, and reporting research projects based on State problems.
5. Visiting schools for purposes of appraisal or to guide teacher observers.
6. Receiving and approving requests for accreditation.
7. Planning and working with committees to develop publications at the elementary level and seeing them through the press.
8. Giving addresses before State, regional, and local professional groups, and lay organizations.
9. Answering correspondence both State and National.
10. Encouraging interest in and knowledge about the use of radio and visual aids, safety education, speech education.
11. Taking responsibility for establishment and supervision of school libraries when there is no State supervisor of libraries. Doing the same for other special fields that affect elementary education, when there is no specialist available.
12. Writing magazine articles, teaching in summer schools, making annual reports, sending out supervisory bulletins, working on committees.

These are the activities which in the main occupy the time of the State elementary supervisor. Several of these deserve more than passing mention.

Most Important Activities

More than half the States have definitely organized curriculum programs in which the elementary supervisor participates. In these States committees are working to set up curriculum guides which are to be used in building courses of study to fit the needs of the local community; or to revise existing courses of study for various subject fields, and from elementary through high school. In other States courses of study are being built for individual subjects or for a particular grade or grades without respect to any working philosophy set up for the State as a whole, for all aspects of the curriculum.

The building of curriculum programs viewed as a technique for the improvement of instruction represents a very

complex activity reaching out from the State department with a great many ramifications. Such programs are apt to extend over a period of time and to be concerned with elementary education not in isolation but as part of a continuous program for kindergarten or grade 1 through grades 12 or 14. Emphasis is given to making the teacher a key person in the production of materials, to expanding the concept of education to include all the opportunities any given community has to offer for the education of its children; and to bringing in lay persons as active participants in the formulation of a program.

The conference is used in a wide variety of forms—State, regional, local, and individual. It may be thought of, further, in terms of the participants—teachers, county superintendents, school administrators, principals, supervisors, local boards of education, lay groups, or a combination of some or all of these. Closely related to these two factors is the form that the conference takes, which is largely dependent upon the purpose. Represented are the institute, the newer instructional workshop, the conference based on organized visiting, round tables, discussion groups, study groups, and working committees. Some types are better suited to long-time activities; others to current problems which can be solved easily. The term “conference” is used to apply to many techniques for securing the sharing of experiences.

The working relationships of State departments of education with State teachers colleges and universities represent one of the most fruitful types of supervisory effort. Sixteen States mentioned this type of activity, giving specific illustrations. Included were curriculum building and revision, curriculum workshops, conferences, joint visitation of schools, demonstrations, and other related activities.

Unique Activities

In the long list of activities there were a number of activities which did not appear frequently as did the three just described, but they seemed to be significant because of their purpose or their scheme of organization. Among these

were a traveling clinic for the examination and treatment of children with speech, reading, and hearing difficulties. Fourteen such clinics sponsored by the State department and the State teachers colleges in the State of Washington were held during 1938–39. Not only were children cared for, but teachers received information of use in working with language handicaps in their classrooms, and interest in remedial work was stimulated.

New York State has in its divisions of elementary education a bureau of child development and parent education which gives emphasis to the early elementary years. Three publications, in the form of curriculum guide for the 2-5-year-old, the 5-year-old, and the 6-, 7-, and 8-year-old are available.

Both Alabama and Pennsylvania have concerned themselves with the quality of supervision in local situations. In the former State the supervisors of elementary education locate prospective elementary school supervisors and counsel with superintendents in regard to using them to fill available positions. In Pennsylvania a set of suggestive requirements for elementary supervisors has been developed and the recommendation made that in counties having assistant superintendents, either that person or the superintendent qualify for supervision at the elementary level.

In Texas, the program for elementary education receives support from an advisory committee composed of three members from each of several organizations in the State. Among their activities was the request to the State superintendent to appoint a further committee to work out a schedule for the training of elementary teachers. Copies of this report went to every county and city superintendent, every elementary principal, and every college—4,000 in all, county superintendents urged teachers to take the courses indicated.

The beginners' day program in North Carolina is a State-wide project set up for two purposes: To secure information concerning the child before actual school entrance, and to orient parents. In cooperation with the parent-teacher association the division of instructional service plans a 1-day program during

the spring term in centrally located schools. Parents bring the child to school for enrollment, for physical examination, and for introduction to first-grade work.

A Look Ahead in State Elementary Supervision

State elementary supervisors face current problems with characteristic frankness. They recognize the need for more funds. Upon this factor depends increased personnel which is needed to give expert assistance to the classroom teacher, to provide equipment and materials for learning, to build new school-houses, to lengthen school terms, to prevent overcrowding, to make possible further publications, and to provide larger travel funds and more secretarial help. Other current problems exist in the lack of well-trained rural teachers, in excessive teacher turn-over in rural and village schools and of county superintendents who must stand for reelection every 2 years. There are problems, too, in the administration of schools. The employment of a high-school-trained administrator for an elementary school position; the existence of too many small schools; the need of standards for the kindergarten; and inadequate coordination of special fields represent a few problems of this type. Solutions can be arrived at by providing for equalization of educational opportunity for communities within the State, and from State to State; by rethinking teacher-education curricula both nationally and on a State-wide basis; and by modifying administrative set-ups in State and local units so as to make possible continuity of supervisory effort.

Any attempt to focus attention upon certain features of supervision at the elementary school level necessarily overlooks some types of contributions, not because they are of little value, but because only those elements can be stressed which have significance for educational programs in each of the 48 States. The two most significant trends in present programs are the various plans being used to bring about localization or decentralization of supervision, and cooperative working relationships that are in the process of development within State departments of education.



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

A Long Waiting List

"The waiting list is usually a long one." So reads a recent report of the jewelry trade school at Attleboro, Mass.

The school was opened 7 years ago in a second floor of a factory located in the heart of the city's industrial center. Because of the limited space available only 20 students can be accommodated at one time.

The course provides instruction in three general phases of the jewelry trade—tool making, die cutting, and bench work. High scholastic and teaching standards have been maintained. Teachers are required to have had at least 10 years of shop experience, and only boys who have completed the eighth grade are accepted for training. It is significant also that many of the youth who enroll are high-school graduates.

To complete the courses, students must attend shop classes for 4 hours a day, and must spend the rest of the day in the classroom receiving instruction in such subjects as English, physics, history, mathematics, and applied design.

Evidence of the practicability of the jewelry trade course is the fact that many of the more than 600 youths who have been trained in the course since it started have been employed before they actually completed the course, at wages ranging from \$14 to \$21 a week.

The Attleboro public schools had the cooperation of the jewelry trade, in planning and setting up training for the jewelry trade school. Nearly all the lathes, benches, and precision tools needed for the course have been secured from local firms; in fact there is now more machinery available than there is space to hold it.

200 Uses

Many types of low-cost electrical equipment used on the farm are discussed and their construction and servicing described in the bulletin *Building Electrical Equipment for the Farm*, recently prepared in cooperation with the Rural Electrification Administration and issued by the U. S. Office of Education.

This bulletin contains analyses of the steps involved in constructing and repairing such electrical equipment as poultry water-warmers, ultra-violet reflectors for poultry, pig brooders, hotbeds, stock-tank water heaters, portable motors, motor dollies, chick brooders and pens, room-cooling units, and garden-irrigating devices. It lists over 200 uses for electricity on the farm, it defines many of the commonly used electrical terms, and it lists important references on electricity. And on the inside page of the bulletin cover in bold

type are 12 safety rules to be observed in handling electricity.

In short, the bulletin is intended as a guide for teachers of vocational agriculture who include in their teaching schedule, instruction in maintenance and repair of farm electrical equipment. It should prove especially valuable in connection with defense training courses for farm youth. The new publication, Vocational Division Bulletin 209, Office of Education, may be obtained from the Government Printing Office, Washington, D. C., for 20 cents a copy.

School and Industry cooperate

A week-about shop and related subjects course has been established in a watch company in Waltham, Mass., with the cooperation of the Waltham Trade School.

The 40 boys enrolled in the course last year alternated between actual work in the local factory and related and academic work in the trade school. They were paid the wages required by Federal law and worked the standard number of hours. They followed the regular factory routine with respect to time clock and time records and work inspection. Classroom work consisted of instruction in English, hygiene, safety, social studies, history, related science, mathematics, and machine drawing. One period was given to shop discussion. This period was devoted to a discussion of difficulties arising in shop operation and methods of guarding against these difficulties in the future.

At the conclusion of the course students were free to seek employment in other industries or be taken into the watch company.

Commenting on this course, D. H. Shay, supervisor of industrial education in Massachusetts, says: "This is another example of an earning and learning program, which provides skilled workers for Massachusetts industries."

Teacher-Training Problems

Finding prospective trainees for teaching home economics, developing procedures for their selection, developing curricula for more effective preparation of teachers and leaders, and meeting the problem of short tenure of home economics teachers are among the problems with which home economics teacher-training institutions are at present confronted. These problems are enumerated and suggestions for solving them are given in Misc. 2589, *Report of Teacher-training Conference in Home Economics*, published by the U. S. Office of Education.

This publication is an outline report of the discussions of teacher-training problems carried on at a special conference called by the Office of Education in Chicago last spring.

An Effective Joint Program

Agriculture and home economics teachers in Wyoming County, Pa., are cooperating in an effective youth education program.

Started in 1938-39 in one community, this program has been expanded until in 1939-40, six programs were in operation in as many different communities. These programs are serving about 100 young men and 100 young women.

The procedure followed by the county agricultural and homemaking advisers in organizing this county joint program was to call a meeting of agriculture and home economics teachers to discuss part-time education for youth. At this meeting a method was developed for conducting a survey of all young men and women in the county. The county was divided into districts and each district was surveyed by a teacher assigned that responsibility.

Each district was allotted a series of identifying numbers. District No. 1, for instance, was assigned numbers 1-199, inclusive; district No. 2, 200-399; and other districts accordingly. In his survey, the teacher was expected to get the name, address, location, and other information concerning each prospective part-time student, a number being used to designate each prospect. A spot map was prepared showing the location by numbers of those surveyed. Cards containing information about each prospect were placed in the files. In this way complete information was available at any time on the individual represented by a specific number on the map.

Every Town Over 2,000

Every town in West Virginia with a population of more than 2,000 now has a part-time, evening, or itinerant program of distributive education. Particularly significant in this connection is the statement contained in a recent report from the State that "No city business man or school official," whose assistance has been sought "has rejected a distributive education program." The reason? Apparently, it is because the sample courses offered during 1939-40 revealed to retailers, the value of the training. These classes, the West Virginia report states, "dealt with real problems." There was a close tie-up in the courses given, between classroom instruction and the actual problems and conditions met with by students in actual employment. Every topic considered in the course, so the State reports, is of an extremely practical nature—the kind of learning that may be translated into doing within a day, a week, or a month.

"With such practical training," the State reports, "students enrolled in the distributive education courses are finding new pride in their employment, as retail store workers. They are learning the value of securing information regarding the merchandise they sell that will enable them to advise their customers as to its quality and its uses. There is a tendency on the part of these workers to view their jobs as their lifework. Merchants, on the other hand, are seeking workers trained in these courses.

The number of training programs in distributive education in West Virginia increased from 5 short-term evening extension programs as of June 30, 1941, to 64 programs in October 1941. Of this number, 12 were cooperative part-time and evening extension programs. The 64 programs, it should be explained, were distributed through 47 cities and towns ranging in population from 2,431 to 78,836, as compared with 5 cities in which programs were in operation on July 1, 1940, and 14 cities on July 1, 1941.

The West Virginia program of distributive education has been established through the efforts of S. J. Higginbotham, State supervisor of distributive education, W. W. Trent, State superintendent of free schools, and executive officer of the State board for vocational education in cooperation with local leadership.

Latest reports indicate that by the end of the current year West Virginia will have cooperative, part-time distributive education in all towns with a population of 8,000 or more, and evening extension programs in all towns of 1,200 or more.

All Teachers Should Have It

A basic course in guidance should be required of all prospective teachers. This is the conclusion reached in the recent conference at Duke University composed of 65 delegates representing 16 North Carolina colleges, the State department of public instruction, and the Occupational Information and Guidance Service of the U. S. Office of Education, and public administrators and teachers.

This conference recommended further for North Carolina teacher-training institutions that:

1. Those offering specialized courses in guidance on the undergraduate level give due consideration to the education and experience of persons authorized to give instruction in such courses.
2. Preparation for specialized service in guidance be restricted to the graduate level and be predicated upon successful teaching experience.
3. Graduate schools include in their of-

ferings all of the important elements of a guidance program.

4. Any consideration of the proper areas of guidance include the needs of individuals throughout the span of life, rather than a restriction to any particular period of development.

5. Institutions having adequate extension facilities offer appropriate courses in guidance for the in-service improvement of teachers and that these courses be built around the needs of the local community.

6. The problem of certification for specialized service in guidance be deferred until a further study is made and the issues clarified. In the meantime, where public-school administrators contemplate the development of a guidance program, members of the regular staff may be delegated to conduct the specialized work in guidance when their qualifications are approved by the State supervisor of occupational information and guidance.

Interesting Figures

It will be news to some persons that at the close of the school year 1938-39, 10,197 or 72 percent of 14,121 public high schools from which returns were received by the U. S. Office of Education were offering home economics education courses.

The findings of the Office of Education in its study of "home economics in public high schools," indicate that size of school and size of community are among the factors which determine whether or not home economics instruction is offered. For instance, home economics was offered by approximately 90 percent of the schools reporting in towns of 2,500 to 10,000 and also in cities of 10,000 population or greater. Only 57 percent of the schools located in the open country and only 65 percent of the schools in villages reported home economics courses.

The enrollment of girls in home economics classes in the schools studied was 1,135,040 or almost half of the girls enrolled in all courses; and the enrollment of boys, 28,889 or about 1 percent of those in all courses.

Other items on which information was obtained in the Office of Education study are: Grades in which home economics courses are offered; the time devoted to such courses; the content of the courses offered; the direction and supervision of home experiences of pupils enrolled in the courses; the extent to which home economics courses for adults are provided.

The results of the study are incorporated in Vocational Division Bulletin No. 213, U. S. Office of Education, issued under the title, *Home Economics in Public High Schools*, which may be secured from the Government Printing Office, Washington, D. C., for 20 cents a copy.

The 49 West Virginia towns here indicated, comprising all municipalities of 2,000 population or over, now operate distributive education programs.





New Government Aids FOR TEACHERS

by MARGARET F. RYAN, *Editorial Assistant*



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit furnishing copies for all members of classes or other groups)



Courtesy U. S. Secret Service.

Secret Service man demonstrating "Know Your Money Lessons."

● How to know counterfeit money, what to do about it, and how to guard against forged Government checks are some of the topics treated in *Know Your Money*, a recent illustrated publication of the U. S. Secret Service of the Treasury Department, which costs 10 cents. A few simple rules are given which will help in the detection of bad money. (See illustration.)

● In war industries women's employment involves lifting much heavier loads than in regular industry. Employers considering an expansion of their woman labor force expressed the need for a simple outline of the problems involved and the steps necessary to protect women workers. Methods for conserving the health of women workers were studied by the Women's Bureau, and Special Bulletin No. 2, *Lifting Heavy Weights in Defense Industries*, was prepared. Price, 5 cents.

● Recent studies of the diets of families in the United States made by a food economist of the Bureau of Home Economics, of the United States Department of Agriculture, disclosed among other facts that millions of people in the United States have poor diets; that farm families fare better than village or city families; that large food expenditures do not guarantee good diets; and that there is no one perfect diet plan. *Are We Well Fed?* Bureau of Home Economics Miscellaneous Publication No. 403, contains additional factual data on diet. 15 cents.

● Names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics are given in *Workers in Subjects Pertaining to Agriculture in Land-Grant Colleges, and Experiment Stations, 1940-41*, Department of Agriculture, Miscellaneous Publication No. 420, an annual directory issued by the Office of Experiment Stations. Price, 20 cents.

● Under the Immigration Act of 1924, a nonquota alien student is classed as "an immigrant who is a bona fide student at least 15 years of age, and who seeks to enter the United States solely for the purpose of study at an accredited school, college, academy, seminary, or university, particularly designated by him, and approved by the Attorney General." *Educational Institutions Approved by the Attorney General in accordance with Section 4 (E) of the Immigration Act of 1924*, lists the organizations, universities and colleges, junior colleges and secondary schools, and professional and technical schools which have been approved by the Justice Department in which alien students may carry on their studies. 10 cents.

● Attracting birds has some disadvantages as well as advantages one learns from Department of the Interior Conservation Bulletin No. 1, *Attracting Birds*, prepared by the Bureau of Biological Survey. There are various means of attracting birds, such as protection, landscaping, encouraging nesting, supplying water, feeding, and cultivating food supplies, each of which has its responsibilities. Drawings of catproof fences, sheet-metal tree guards, a bird fountain and bath, a food shelf, a coconut larder, a knitted food container, a food stick with shelf, a homemade food hopper, a stationary food house, and a revolving food house illustrate the bulletin showing the various methods of attracting birds. 5 cents.

● The story of the making of steel and its fabrication into commercial shapes and products is shown in a new motion picture film produced under the supervision of the Bureau of Mines, of the United States Department of the Interior, in cooperation with one of the large steel companies. The film (silent) is divided into the following seven separate one-reel subjects: Raw materials; The refining of steel; Flat rolled products; Bars and structural shapes; Rails, wheels, and axles; Wire and wire products; and Pipe and tube manufacture.

Copies of this film in 16-millimeter size may be had for exhibition by schools, churches, colleges, and others interested. Applications for the use of the films should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for the use of the films, although the exhibitor is expected to pay transportation costs.

State Financial Support for School Libraries¹

by Edith A. Lathrop, Associate Specialist in School Libraries

★★★ *The school of today is only as strong as its library facilities.*

With this paraphrase of the old axiom about a chain being no stronger than its weakest link, the superintendent of schools in Lewiston, Maine, introduces the library discussion in his annual report. The comparison is apt, because curriculum, instruction, pupil activity, guidance, and other links of the chain known as the school's educational program are dependent to a large degree upon the efficiency of that link called the library.

In general, the chief source of revenue for the library's support as well as that for most other school services is local district taxes. However, a majority of the States have, from their very beginning, assumed responsibility for aiding local districts in the financial support of schools through their public permanent common-school funds. State funds are used chiefly to equalize educational opportunities and to promote particular services and activities. In this connection it is interesting to note the extent to which the laws provide that State funds may be expended for school libraries.

The States having laws specifying that certain State funds may be used for expenditures for school library purposes can be grouped into two classes:

(1) States with express legislation providing that funds derived from State sources may be expended for school library purposes.

(2) States in which decisions of administrators or judicial authorities, within the States, make it possible to expend for libraries portions of State funds appropriated by law for various school purposes such as equalization, textbooks, and school relief.

Express Legislation

There are 13 States with express legal provisions for State financial support

for school libraries. The accompanying table names the States and the districts or schools affected, indicates whether the support is compulsory or optional, ways and means of support, the yearly amount to be expended and the purpose of expenditures.

In interpreting the table some explanations are desirable. In column 2, the latter part of the phrase "city or city and county school districts" in California refers to the city and county of San Francisco which is one administrative school unit. The phrase "town or school district" in Connecticut is explained by the fact that there is a combination town and district system for school administration. The law of that State provides that the town, which is a small irregular geographical area for civil administration, shall be the school district; but the law does not apply to any town which has, within its limits, a city or borough or a district organized under special act of the legislature unless such town shall vote to abolish school districts and assume control of the schools therein. Since in Wisconsin fourth-class cities are those with a population of less than 10,000 it is evident that in providing State support for the purchase of library books for "towns, villages, and cities of the fourth class," the lawmakers felt there was special need for the promotion of libraries in schools located in rural areas and in small cities.

One important aspect of legislation relating to financial support for school libraries is whether it is compulsory or optional. In this respect the law is interpreted as compulsory in Connecticut, Maryland, Minnesota, New Jersey, South Carolina, Tennessee, and Virginia—the seven States in column 3 in which the laws expressly provide that State financial support will be granted for school libraries if districts or counties or both supplement the amounts to be given by the State (see also column

5). In the remaining States in column 3, the exact wording of the law is quoted but not interpreted. In some instances the matter of determining whether a certain law is to be interpreted as compulsory or optional is often one to be decided by appropriate administrative and judicial authorities within the respective States in consideration of the factors and circumstances involved.

The ways and means of providing State financial support for school libraries, as indicated in column 4 of the table for the 13 States,² may be classified into three categories as follows:

First, State support through funds available for general school purposes: California (State elementary school fund), Iowa, Maryland, North Carolina, and Wisconsin.

Second, State appropriations expressly for libraries: Connecticut, Minnesota, New Jersey, South Carolina, Tennessee, and Virginia.

Third, State appropriations for textbooks: Florida, Louisiana, North Carolina, and South Carolina.

With reference to the first category, some additional explanations are necessary for three of the five States listed—California, Iowa, and North Carolina.

The State elementary school fund in California, from which money for school libraries is taken, is derived from interest on the permanent school fund, together with amounts transferred to said elementary school fund from the State general fund.³ The State department of education calls attention to the fact that legislation relating to the establishment and maintenance of school libraries, with the exception of teachers' professional libraries, is construed to relate only to elementary school libraries and

² Note that North Carolina and South Carolina each have two methods by which State funds may be expended for school libraries.

³ Morgan, Walter E. Financing Public Education in California. Bulletin, Department of Education, Sacramento, Calif., No. 15, August 1, 1937, p. 4.

¹ As of January 1, 1940.

to the libraries of the elementary divisions of unified school districts.

The decision to regard the source of the library fund in Iowa as "State" was made with certain reservations because other funds are involved. The "apportionment" referred to in column 4 comes from three sources: The proceeds of the county-wide property tax levy; the interest on the State permanent school fund, which is distributed through counties; and the proceeds of certain fines and forfeitures for violations of State penal laws. This is an example of the difficulties sometimes encountered in attempting to designate school library funds as "district," "county," or "State."

The appropriation for public-school support from which funds for school libraries are derived in North Carolina, as noted in column 4 of the table, refers to an act passed by the general assembly of that State in 1931 appropriating funds for State administration and operation of a uniform system of public schools for a term of 8 months. This act itemizes the objects of school expenditures to be included in the budget, one of which is libraries.

Since legislation permitting the purchase of library books from State appropriations for textbooks is recent, some details of the laws in the four States listed in the third category may be of interest to the reader.

In the 1939 revision of the laws affecting schools in Florida, the legislature made it mandatory on the part of the State superintendent of public instruction to apportion to each of the several counties a credit in the State textbook fund. Regarding the use made of this credit the law says that if by careful textbook administration a county school system shall have conserved a part of its credit in the fund, an amount not to exceed 75 percent of the unused portion of such credit, may be used for the purchase of books for public-school library use in the county.

In Louisiana a portion of the severance tax, which is a tax levied upon all natural resources (except agricultural) severed from the soil or water, is used to defray the cost of free textbooks, library books, and supplies. The constitution, as amended in 1936, says that

after allotting funds and appropriations provided by law, the residue of the severance tax fund shall be used "first, to supplying free school books; second, to supplying free school supplies, such as library books, pencil and ink writing paper, pencils, pens, ink and the like, to the school children of the State. . . ."

The 1939 general assembly of North Carolina, in amending its free textbook law, gave the State textbook commission permission to buy, sell, or rent library books for the public schools of the State provided such books are selected and purchased in accordance with rules and regulations promulgated by the State board of education. An amendment to the South Carolina textbook law passed by the 1938 general assembly provides that the "public school districts or counties" of that State may purchase or rent library books from the State school-book commission upon the same terms and conditions that textbooks are furnished.

The maximum yearly amounts to be spent for libraries, as given in column 5 of the table, are specified in 11 of the 13 States. The bases upon which the amounts are computed are given for the following 5 States: California, the average daily attendance in elementary schools for "city or city and county school districts"; Connecticut, Iowa, and Wisconsin, the number of children of school age registered in the school districts; and Minnesota, the number of children in average daily attendance. In discussing whether State aid is compulsory or optional as referred to in column 3 of the table, mention has already been made of the fact that in the following 7 States laws expressly providing for State financial support for school libraries are interpreted as compulsory on condition that districts or counties or both make certain contributions: Connecticut, Maryland, Minnesota, New Jersey, South Carolina, Tennessee, and Virginia. The maximum amounts that districts or counties in these 7 States are required to contribute are given in column 6 of the table.

Column 6 shows that the funds set aside for school libraries are sometimes spent for purposes in addition to li-

brary books or services. School apparatus is mentioned in California and New Jersey; supplementary books in California and South Carolina; and "other educational materials" in Connecticut.

Mention should be made of one other important stipulation of the law that is not given in the table. This relates to the conditions upon which the grants are contingent. The one most frequently provided is that books shall be approved by State educational or library authorities; in California approval rests with local boards of education. Another condition is that State educational and library authorities shall make rules and regulations relating to the care and use of library books. The authority mentioned most frequently is the State board of education. In Iowa it is the State board of educational examiners and in New Jersey the public library commission.

Judicial Decisions

In a few States without express legislation for school libraries, it is sometimes possible for portions of certain State funds to be expended for library services through rulings of administrative or judicial authorities within the respective States. Examples which have been reported by State departments of education in three States follow:

In Alabama portions of two State funds are being expended for library books and librarians' salaries. One is the minimum program fund, an equalization fund from which certain specified amounts per white and Negro teacher units are apportioned for current expenses other than teachers' salaries and transportation. Local boards of education are authorized to use any part of these amounts for school libraries. Furthermore, funds for teachers' salaries are apportioned according to the State salary schedule, and a school librarian is considered a teacher if she holds a teachers' certificate. The other fund in Alabama is the free textbook fund for public elementary schools. The law provides that any surplus in this fund after the first three grades have been supplied with textbooks shall be spent for "ref-

erence books" (broadly interpreted as library books) for any of the elementary grades. During the 1939-40 school year the State board of education expended this surplus, amounting to approximately \$90,000, for library books, which were distributed to city and county school systems on the basis of enrollment.

There is a law in Georgia providing that taxes arising from the sale of malt beverages and wines shall be used by the State board of education for the purpose of furnishing free textbooks to the children attending the common schools and that any excess not needed for textbooks may be used by said board "for other school purposes." The Attorney General has ruled that library books are considered textbooks and that the State board of education may set up such a sum as it sees fit for library books even before any excess has accumulated. During the school year 1939-40 this board set aside \$150,000 from the malt beverage fund for the purchase of library books for both elementary and high schools on condition that local school district boards match the amounts allocated by the State board of education.

The State school relief law in Indiana gives the "board of the department of education" (formerly called the State board of education) authority to establish regulations, standards, and policies controlling the distribution of the fund. This board has provided that local school units may receive for any one year assistance for building up school libraries at not to exceed 50 cents per pupil enrolled.

Conclusions

The following four major conclusions have been arrived at from this study of legislation relating to State financial support for school libraries:

First, legislation pertaining to any phase of public education is, as a rule, a complicated and difficult problem and cannot be fully comprehended unless it is considered in its relationship to a State's entire plan for financing public education. Likewise, a study of legal provisions for State financial support for school libraries in the 48 States involves a clear understanding

Express legal provisions for State financial support for school libraries in 13 States

State	Districts or schools affected	Financial support, compulsory or optional	Ways and means of support	Yearly amount	Purpose
1	2	3	4	5	6
California	(a) Districts not governed by boards of education. (b) City or city and county school districts. (Latter part of phrase applicable to San Francisco.)	Library fund "shall be apportioned" to district. do	Library fund is taken from moneys apportioned to the elementary schools of the State from the State general school fund. do	Not less than \$25 nor more than \$50 for each teacher allowed under the provisions for the apportionment of State elementary school funds. Not less than 40 cents nor more than \$1 for each pupil in average daily attendance in the elementary schools.	School apparatus and books for a school library including books for supplementary work. Do.
Connecticut	Towns or school districts.	Compulsory if "towns or school districts" wish to receive State grants.	State appropriation for school libraries.	Towns or school districts must spend twice the amount for which claim for State grant is made. State grant shall not exceed \$10 for each 1-teacher school nor \$5 for each 100 pupils, or fraction thereof, registered in all other public schools.	A school library or other suitable educational materials.
Florida	County school district.	State superintendent may allocate portion of State textbook fund to libraries.	State textbook fund.	Not to exceed 75 percent of the unused portion of credit of State textbook fund allocated to the county.	Books for public-school library use in the county.
Iowa	Each school corporation.	"May purchase" library books.	Money withheld by the county auditor from State apportionment for library fund (derived from State and county sources).	From State apportionment; 15 cents for each person of school age residing in each school corporation.	Books.
Louisiana	School children of the State.	"Shall be expended" for library books.	Severance tax....		Library books.
Maryland	County school district.	Compulsory if "schoolhouse district" wishes to receive State fund.	State school fund (money paid through county school commissioners).	\$10 from "schoolhouse district" and \$10 from State.	School district libraries.
Minnesota	"Any" school district or unorganized territory.	Compulsory if district wishes to receive State grant.	Appropriation for purchase of library books.	Maximum State grant: Not to exceed one-half the amount expended or 50 cents per pupil in average daily attendance during preceding year for 500 pupils and 25 cents per additional pupil in average daily attendance during preceding year.	Library books.
New Jersey	"Any" public school in a school district that has raised funds for school library.	Compulsory if district wishes to receive State grant.	Appropriation for school libraries.	State—\$20 for establishment and \$10 for maintenance if like amounts are raised by district.	Establishment and maintenance of school library or for hooks of reference, school apparatus, or educational works of art.
North Carolina	All school districts	Libraries among the items named in State appropriation act for public-school support.	(a) Appropriation for public school support. (b) Appropriation for State textbook commission.		Libraries. Purchase or rental of library books.
South Carolina	A public school	(a) Compulsory if district wishes to secure county and State aid. (b) "May purchase and rent" library books from State textbook commission.	State appropriation for school libraries. Appropriation for State school book commission.	Not less than \$5 or more than \$25 per school to be matched by county and State; also \$12.50 for book case—to be matched by State.	Establishment and enlargement of a library or purchase of supplementary readers; also purchase of bookcase. Rental or purchase of library books.
Tennessee	Any public school	Compulsory if school wishes to receive State funds.	Appropriation for State aid for school libraries.	\$10 or more per school; State grant not to exceed \$40 per school.	Establishment and maintenance of a school library, or establishment of system of county circulating libraries.
Virginia	do	Compulsory if school wishes to share in county and State aid.	State appropriation for "unit libraries."	\$15 or more from schools, \$15 from county or city board of education, and \$30 from State.	Unit libraries.

State	Districts or schools affected	Financial support, compulsory or optional	Ways and means of support	Yearly amount	Purpose
1	2	3	4	5	6
Wisconsin.....	Towns, villages and cities of the fourth class. (Fourth class cities are those with less than 10,000 population).	"Shall be expended" for library books.	Common-school fund income.	From common-school fund income—20 cents for each person of school age residing in the district.	Library books.

of each of these State's plan for financing public education.

Second, special State appropriations for libraries and other school services and activities are being replaced by general State appropriations for equaliz-

ing educational opportunities. In 1927 Koos ⁴ reported 11 States with special State grants for school libraries. Since

⁴ Koos, Frank Hermann. In his *State Participation in Public School Library Service*, Teachers College, Columbia University, Contributions to education, No. 265, New York City, 1927, pp. 68-69.



Civil Service Examinations

Examinations for the following positions in the Government Service have been announced by the U. S. Civil Service Commission:

Coal mine inspectors: \$2,600; \$3,200; \$3,800; \$4,600.
Commodity exchange specialists: \$2,600; \$3,200; \$3,800; \$4,600.
Dental hygienists: \$1,620.
Economists (any specialized branch): \$2,600; \$3,200; \$3,800; \$4,600; \$5,600.
Engineering Aids: \$1,620; \$1,800; \$2,000; \$2,300; \$2,600.
Engineers (junior): \$2,000.
Marine engineers: \$2,600; \$3,200; \$3,800; \$4,600; \$5,600.
Medical guard-attendants: \$1,620.
Medical technical assistants: \$2,000.
Medical technicians: \$1,620; \$1,800; \$2,000.
Mineral economists: \$2,600; \$3,200; \$3,800; \$4,600; \$5,600.
Naval architects: \$2,600; \$3,200; \$3,800; \$4,600; \$5,600.
Project auditors: \$2,600; \$2,900; \$3,200; \$3,500; \$3,800; \$4,600; \$5,600.
Public health nurses (junior): \$1,800.
Soil conservationists (junior): \$2,000.
Treasury enforcement agents: \$2,600.
Veterinarians (junior): \$2,000.

For further information write to the U. S. Civil Service Commission, Washington, D. C.

SCHOOL LIFE—1 year, \$1
 Order from Superintendent of Documents
 Washington, D. C.

Bill of Rights Day

(Concluded from page 77)

School and College Civilian Morale Service

A word about the School and College Civilian Morale Service: Educational programs on our Bill of Rights are being urged as a continuing activity for schools, colleges, and libraries, by the newly organized School and College Civilian Morale Service in the United States Office of Education.

This new service has just published and distributed a pamphlet entitled *School and College Civilian Morale Service—How to Participate*. Copies may be secured by writing to the U. S. Office of Education. The general purpose of this new service is described as follows:

The people of the United States are determined to defend their freedoms and to do their full share to reestablish a just order in the world. They propose to accomplish these ends by uniting all of their powers in resisting the forces of aggression and by continuing, with even greater effort than ever before, their traditional practice of exercising freedom in their search for the truth. Through the years they have created great agencies of education to safeguard our democracy by facilitating the spread of enlightenment.

Besides encouraging the widespread participation of students and teachers

that date such grants in 3 of the 11 States, Alabama, New York, and North Carolina, have been abolished by the enactment of legislation providing State appropriations for equalizing educational opportunities.

Third, State appropriations for textbooks are coming to include library books either by express legislation or by decisions of administrative and judicial authorities within the State.

Fourth, sound recommendations for State financial support for school libraries in any particular State are dependent upon a clear understanding of that State's school library needs and its complete legislative program for public-school support.

in all types of voluntary activities, the School and College Civilian Morale Service is designed:

To utilize the extensive experience of educational leaders in organizing and administering programs for the study and discussion of problems of common interest.

To mobilize the vast resources of our schools, colleges and universities, and libraries in a Nation-wide program to achieve a common "understanding of pressing public issues" as a sound basis for "the judgments of our people."

To expand the facilities of educational agencies in serving the general adult population through forums, study and discussion groups, and organized courses of reading.

To prepare volunteer speakers and discussion leaders to serve many existing and newly created organizations of adults desiring to increase or clarify their understanding of what the President has called "the complicated problems of these critical times."

To make whatever modifications seem necessary in secondary schools and higher educational institutions, to assure their 8,500,000 regular students the greatest possible understanding of problems of this emergency and the best preparation for post-emergency readjustments.

CCC Placement Program in the Sixth Corps Area

by *Sandford Sellers, Jr., Sixth Corps Area Educational Adviser, CCC*

★★★ The problem of keeping industry currently informed of the reservoir of potential industrial labor available in the Civilian Conservation Corps has been answered rather uniquely in the Sixth Corps Area. In this area, comprised of the States of Illinois, Michigan, and Wisconsin, CCC officials of the camps, districts, and corps area have cooperated in an endeavor to meet the pressing needs of both industry and of the youth.

Placement Supervisor's Duties

An office was established as early as 1939 in the corps area headquarters in Chicago for the purpose of coordinating all activities directly connected with placement of enrollees, whether done by individual camps, by districts, or by other agencies. To meet the problems in this field there was appointed from among experienced camp educational advisers a placement supervisor. His duties center chiefly around the following functions:

- (a) To ascertain the job opportunities in the home communities of enrollees and transmit this information to the camps concerned.
- (b) To supply personnel officers in business and industry with information regarding the abilities of enrollees.
- (c) To furnish the camps with practical information regarding occupational trends.
- (d) To supply camps with information concerning particular devices, methods, or procedures necessary for the securing of jobs in certain industries.
- (e) To establish a liaison between the camps and the State employment agencies.
- (f) To determine the placement problems of camp officials, and aid in their solution.
- (g) To make studies of job placement, follow-up procedures, and successful methods of dealing with the problems in this field as they are developed in various camps.
- (h) To aid in the placing of enrollees.

Unique Procedures

As a result of conferences between the placement supervisor and personnel offi-



CCC educational adviser gives individual attention to the enrollee.

cers of many large and small business concerns, a number of rather unique procedures have been effected whereby industry has become more conversant with the training facilities and training objectives of the Civilian Conservation Corps. The keen interest in CCC trained youth and the eagerness of employers for their services are probably best illustrated by quoting the following statistical figures:

In the Sixth Corps Area camps 9,006 enrollees were discharged to accept employment during the fiscal year 1941. During the last quarter (April, May, and June) 3,256 enrollees were so discharged.

During the year 1941, 2,686 young men were placed in employment in private industries directly through the efforts of camp, district, and corps area officials.

In the last 6 months 645 large industrial firms in Wisconsin, Illinois, and Michigan employed former CCC enrollees.

Of the number of permanent and temporary jobs held by junior enrollees discharged to accept employment, 92 percent of them were permanent positions.

Upon examination of 3,793 placements of CCC enrollees, the following breakdown was made of the 10 occupations in which enrollees were most frequently employed:

<i>Occupation</i>	<i>Number of enrollees</i>
Manufacturing and processing -----	981
Farming -----	897
Army, U. S. -----	429
Motor-vehicle driving -----	397
Construction (carpentry, roads, woods, general) -----	249
Clerks, store -----	225
Motor-vehicle servicing -----	195
Restaurant and hotel service -----	147
Lumbering -----	141
Motor-vehicle mechanics -----	132

Meeting Employee Needs

In many instances large employers located in areas not oversupplied with workers appealed to the CCC for assistance in meeting their employee needs. In such cases conferences were held with officials of the industries, and ways and means were devised to supply them with qualified young men who

had been trained adequately in the camps to meet the emergency requirements. One such conference resulted in the employment by a large industrial firm of over 1,200 CCC enrollees and another in securing gainful employment for upwards of 400 of these young men. Then, too, officials in the individual camps continued to exert their efforts to keep local employers informed of the available labor supply and the training activities connected with and carried on in the local CCC camps. Business leaders in local communities adjacent to the camps are frequent visitors to get first hand information of the training activities.

In all of these placement activities the State employment services have co-operated wholeheartedly. A plan has been developed for the registration of all enrollees with the State employment services while they are currently enrolled in the CCC. Interviewers from the various State employment local offices visit camps located within their areas, register enrollees regardless of their home residence, classify them occupationally according to the work experience in the camps, and forward these registrations to the offices servicing the local communities of the young men concerned.

This system of interview is reported periodically, in order that additional skills acquired by these men during their enrollment may be tabulated on their records. This plan precludes the possibility of employment officials losing sight of the vast training activity being carried on in the CCC for the purpose of aiding in industrial needs. In addition to the above procedure, each enrollee, upon his discharge from the CCC, is provided with a card bearing complete record of his training in connection with the camp life, the work project, and organized classes. In substance, this card is a transcript of record and job recommendation which is of sufficient aid to the State employment service interviewer to enable him accurately to classify this young man occupationally. An arrangement also has been made in each State of the corps area whereby itinerant field workers for the various State employment services visit camps from time to time with the

express purpose of supplying the CCC enrollees with up-to-date information regarding employment and business conditions in the youths' home communities. Special bulletins of the employment services are also made available in the camps regarding business forecasts and available job openings throughout the entire section. All of these procedures are of inestimable help to both enrollees and to the State employment services.

Reactions Expressed

Some indication of how well the healthy, alert, and confident young men are taking advantage of the opportunities offered, and, as a result, carving commendable niches for themselves in industry, may be obtained from the reactions expressed by most of the establishments in which the boys are working. The following is a direct quotation from the personnel manager of a Chicago firm which has hired more than 100 CCC trained young men:

Because they are better able to meet the requirements of industrial discipline which demand those qualifications received by intensive CCC training, such as resourcefulness, responsibility, the development of skill as well as loyalty, rigid and willing adherence to orders and cleanliness of mind and body, CCC enrollees are given preference over other job applicants.

A letter from an official of a Port Huron, Mich., firm asserts:

We have felt that the mere fact that a man has had the benefit of your training is a recommendation for his employment with us. The training and influence with regard to discipline, work attitude, and the development of skill and responsibility are invaluable to a young man in entering not only industrial employment, but in undertaking any kind of a job.

Still another communication, one from Wausau, Wis., says:

We would like to take this opportunity of informing you of our experience in the employment of CCC men in our plant. The men of the CCC are given preference over other applicants for work at this plant because the discipline of CCC training makes it much easier for us to train them in our plant operations. We have found them to be diligent, neat, and orderly workers, and above the average in their ability to adapt themselves to our work.

Instances of this type could be multiplied almost indefinitely, and they

are illustrative of the CCC training throughout the country. Possibly the only unique feature of the effort in the Sixth Corps Area has been the appointment of a placement supervisor. Experience would indicate that a person in such a position can do much to coordinate the efforts being put forth by all CCC personnel with the State employment services and with industry. The program as directed in the Sixth Corps Area has helped to supply at least a partial answer to the critical shortage of trained workers for defense industries. In this period of national emergency the corps is directing its every effort toward the ascertaining of future as well as present industrial labor needs, in order that qualified CCC enrollees may be available as far as possible.



Visual Aids

"An especially effective plan of organization for using visual aids is in operation at Western Hills High School," is reported in a recent issue of *Curriculum Development*, a publication issued by the Cincinnati public schools. "This plan is carried forward by a committee under C. O. Tower, assistant principal. The purpose of the committee is to further the use and application of visual aids in the high school and to control and administer the use of both the visual aids machine and the public address system.

"Two members of the committee are in charge of the supervision of auditorium equipment; another is in charge of training pupils in the technique of operating the machine. After sufficient practice, pupils are certified as being capable of operating the machine. Two other members of the committee have as their responsibility extending the use of visual aids throughout the school. These persons place in the hands of all teachers information on the use of various types of visual aids. Recent materials prepared by these members include bibliographies of articles, books, and visual aids materials. All teachers are kept advised by the committee of materials available in the school, procedures in securing additional materials, and techniques of using various types of visual aids."



In Public Schools

by W. S. Deffenbaugh

County Surveys

"The Sixty-second General Assembly of the Illinois Legislature," according to a recent issue of *Illinois Education*, "enacted a great and far-reaching program of educational legislation." One of the laws enacted "provides that before October 15, 1941, county superintendents shall have board members decide whether county shall or shall not participate in a survey of desirable school district reorganization. If decision favors a study, the board members elect a committee of five persons, three from rural districts and two from urban districts. One of each group shall not be a board member. The superintendent of public instruction is to furnish a manual of procedure and supervisory assistance. The term of office of committee members concludes March 31, 1943. A final report is to be submitted to the superintendent of public instruction, who will, in turn, report to the Illinois Legislature in 1943."

Adult Education

The Department of Education of Massachusetts recently issued a bulletin summarizing 25 years of adult education in that State through university extension. This service was established 25 years ago by an act of the Massachusetts Legislature as a part of the State department of education and is supported by yearly legislative appropriations. The first type of State-supported adult education in Massachusetts was correspondence instruction. Such instruction was shortly followed by the offering of university extension classes, which has ever since remained a major activity in adult education in that State. During the fiscal year 1939-40 the State conducted 941 extension classes that were attended by approximately 30,000 men and women. Since the first student was enrolled in 1916 a grand total of over 635,000 men and women have attended university extension classes which have been offered in every city and in most of the towns of the State. Classes are established in any city or town in any subject for which there is sufficient demand.

The K-6-4-4 Plan

The Fifty-Third Annual Report, 1939-40, of the superintendent of schools of Pasadena, Calif., is devoted principally to a description of the organization of the Pasadena City School System and the manner in which the city as a community has met its problems of public education. The schools in that city are organized on the K-6-4-4 plan. In his report the superintendent says: "At the conclusion of the kindergarten experience, having attained the age of 6 years, the child enters the elementary school which will provide for him 6 years of elementary education."

"The junior high school program in Pasadena, due to the K-6-4-4 plan of organization, differs in many essential respects from the program of the typical junior high school set up under the conventional structure such as the 6-3-3 or 6-2-4 plan. Since the Pasadena junior high schools are 4-year institutions, they offer an opportunity first of all to present to the student at least 25 percent more curriculum materials during the junior high school period due to the time differential alone."

"The Pasadena Junior College as the topmost unit of the K-6-4-4 plan extends from the eleventh to the fourteenth grades, inclusive, these grades being designated as freshman, sophomore, junior, and senior, respectively. The entire institution is organized as a single unit. The hard and fast boundary line which has traditionally separated the high school and junior college has been completely eliminated and there is no more separation between the twelfth and thirteenth grades than between any other 2 years of the institution."

Foundation Program

"The foundation program for the schools of West Virginia for this year calls for the expenditure of \$26,400,898," according to the *West Virginia School Journal* for September 1941. "The program last year called for the expenditure of \$24,869,572. The increase for this year over last year is, therefore, \$1,531,326. The amount of State aid to enable the counties to maintain that foundation program for last year was \$14,246,918; for this year it is \$15,437,285."

"Four factors make the foundation program for this year larger than last year: Increase in the high-school enroll-

ment, a greater number of higher class certificates, longer years of experience on the part of teachers, and the increase in salaries authorized by the last session of the legislature."

Appropriations

"The Pennsylvania General Assembly of 1941 when evaluated in terms of net results to our school, and teaching profession must be pronounced a 'good session,'" says the *Pennsylvania School Journal*.

"The total amount approved for education by the Governor for the 1941-43 biennium was \$103,986,981 as compared with \$92,376,100 for the 1939-41 biennium. This is an increase of \$11,610,881, and is the largest amount that has been approved to date by the State in support of education."

Missouri Schools Consolidate

"Approximately a thousand small attendance rural schools will not operate this year," according to a recent issue of *Missouri Schools*, "but are uniting their forces with some other small attendance school, enabling them to offer better educational facilities. Thirty-one of the thirty-three low attendance rural schools in Camden County are cooperating with other districts; 21 small attendance schools in Linn County are not operating; and approximately 40 in Chariton County are combining with some other district."

Retirement of Kansas Teachers

"At the recent session of the Kansas Legislature," according to a recent issue of *Kansas Teacher*, "a retirement law was passed which benefits school teachers and other employees of public-school systems. Those included in this law are: Classroom teachers, administrators, supervisors, librarians, nurses, clerks, janitors, county superintendents, and others who perform school service; in case of doubt, the retirement board shall decide what constitutes school service."

Geometry

"Fourteen high schools in Michigan," says *News of the Week*, a publication issued by the department of public instruction of that State, "have undertaken this year an experimental study of classroom procedures and instructional materials used in teaching plane

geometry. This experimentation is sponsored and directed by the Michigan Study of the Secondary School Curriculum. Two schools not directly affiliated with the study have also been invited to participate in the experimental program. The teaching materials and techniques under investigation will be subjected to vigorous evaluation through the use of observational records, teachers' judgments, pupils' judgments, objective tests, and other paper and pencil instruments."



In Colleges

by Walton C. John

Law Students Give Counsel

Free legal counsel has been rendered to 37 Texans who could not afford to employ an attorney by University of Texas top-ranking law students.

During the first 5 months of its operation, the University of Texas Legal Aid Clinic had 47 applicants for legal advice. Only five of these cases the clinic declined to handle. Thirty-two have been settled and five are still pending.

The new director of the clinic is Edwin G. Moorhead, who is a university law graduate and former district attorney of the fifty-third district of Texas.

Training Town and Country Pastors

During the past summer, ministers of the Pacific Northwest gathered at Washington State College for the fifth annual Institute for Town and Country Pastors. A number of these were aided by fellowships awarded them by their denominations.

A nonsectarian and interdenominational venture, the institute is designed to help pastors become acquainted with tested methods of town and country church work, to assist them in gaining an understanding of the trends and problems of modern country life, to develop fellowship among ministers in town and country, and to increase contacts of the ministers with agricultural leaders.

No tuition charge is made for the institute, which is sponsored annually by the State college in cooperation with the Home Missions Council and the Federal Council of Churches of Christ of America.

College Buildings

Fifty new stone cottages now adorn the campus of the State Teachers

College at Flagstaff, in northern Arizona and occupied during the past summer by teachers attending summer courses, were completed at a square-foot cost of \$3.33. According to report, these cottages, which with appurtenant buildings have been designated as "Cottage City" replace a group of dilapidated frame structures which formerly housed the student teachers.

Built by the Work Projects Administration at a cost of \$105,000, the group consists of 50 one- and two-room cottages, a community study hall and another building containing a laundry and shower facilities. Each cottage is equipped with water, sewer, gas, electrical, and light housekeeping facilities.

The cottages were constructed in two rows along an elliptical or horseshoe-shaped area 270 feet wide by 670 feet long, open at one end, with an inner court 140 feet wide, extending the entire length of the center of the grounds.

With walls 1 foot thick built of native malapai stone gathered nearby, and with all woodwork being of native lumber, the structures have concrete footings, foundations, floors, and a concrete platform at each entrance. Each room has a floor area of 12 by 16 feet.

Ceramic Engineering

A plaque commemorating the first collegiate course in ceramic engineering was recently unveiled at the Ohio State University with appropriate ceremonies.

The memorial was placed on a wall of Orton Hall, adjacent to the classroom where Edward Orton, Jr., held the first collegiate classes in that subject in 1894. Ohio State is generally recognized as the first college or university in the world to teach ceramic engineering, although some instruction of the trade school variety had been previously offered in Germany.



In Libraries

by Ralph M. Dunbar

International Understanding

Speaking before the sixty-third annual conference of the American Library Association, Charles A. Thomson, chief of the division of cultural relations of the Department of State, declared that: "Librarians have long played a role of inestimable importance in the development of international understanding, and in the present crisis may

lay some of the most essential stones in the foundation of inter-American friendship and cooperation."

Discarding Books

A recent issue of *Minnesota Libraries*, the official publication of the library division in the Minnesota Department of Education, is devoted primarily to the problem of discarding books in libraries. The articles in this number deal with the general problem of obsolescence, practical methods for weeding out the collection and sorting the discarded material, pointers for recognizing rare books, and suggestions for the disposal of the unneeded books. Specific mention is made of books and series not recommended for circulation in standard libraries.

Witch Hunting

Teachers and school librarians interested in the subject of tolerance will find a useful reading list in *Witch-hunting*, recently issued by the American Library Association. This publication, prepared by Fern Long with the cooperation of Alma Schultz and Amy Winslow of the Cleveland Public Library, lists about 30 books on the topics of racial, religious, and national prejudices and evaluates each entry.

Readers' Advisory Service

In *Readers' Advisers at Work*, published by the American Association for Adult Education, Jennie M. Flexner and Byron C. Hopkins have surveyed objectively the development of readers' advisory service in the New York Public Library. With the hope that other libraries might find the experience of the New York Public Library helpful, the authors have described in considerable detail the policies and methods used in this reading guidance for individual patrons, which was begun in 1929.

Tennessee Valley Council

As an outgrowth of informal meetings for several years held in the Tennessee Valley region by librarians representing local, State, and National agencies, a Tennessee Valley Library Council has been formed. Its purposes are: (a) To study the basic social and economic problems of the Tennessee Valley States, (b) to act as an interpretative and liaison group in directing the efforts of libraries toward the solution of these problems, and (c) to promote the cooperation of libraries among themselves and with related agencies to these ends.



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The U. S. Office of Education is publishing this new series of some 20 pamphlets under the general title Education and National Defense. The purpose of this series is to assist educational institutions and organizations in making the greatest possible contributions toward the promotion of understanding and the encouragement of effective citizenship in our democracy. As the various pamphlets in this series on education and national defense become available, copies may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C. Those listed below sell for 15 cents a copy. Announcement of their availability and price will be made from time to time through news releases and through SCHOOL LIFE, official journal of the U. S. Office of Education.

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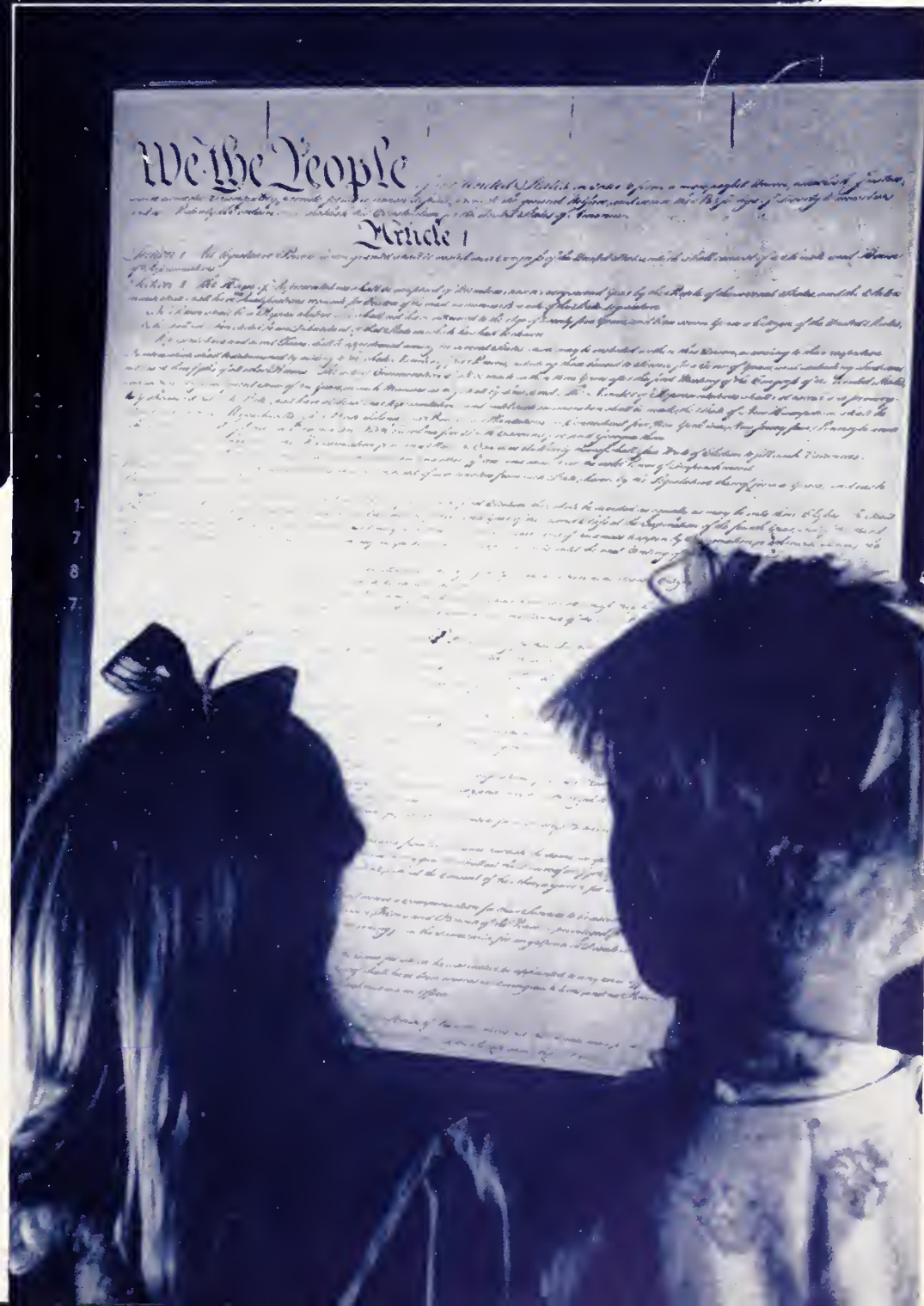
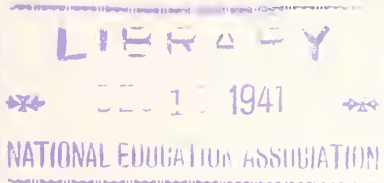
SCHOOL

January
1942

VOLUME 27
NUMBER 4

OFFICIAL JOURNAL OF THE U.S. OFFICE OF EDUCATION

WIFE



FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
WASHINGTON, D. C.

SCHOOL LIFE

Published monthly, except August and September, by the United States Office of Education.

Terms: Subscriptions \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Publication offices: U. S. Office of Education, Federal Security Agency, Washington, D. C.

Federal Security Administrator,
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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library"



SCHOOL LIFE



Official Journal of the U. S. Office of Education

Volume XXVII • JANUARY 1942 • Number 4

As Beacon Lights

EDUCATION for an enduring morale must always place at the center of the program an emphasis on the principles and duties of citizenship. Our people will not be coerced into accepting majority decision and closing ranks behind agreed-upon policies. They must *see* and *understand* why this is essential and what the consequences of flouting this basic rule of democratic living are likely to be. In times of crisis this is particularly important because there is so much at stake in national decisions and unity through understanding is so vital.

But we can have unity that far exceeds the coerced uniformity of dictatorship if we can keep clearly in mind the obligation of the minority to abide by the decision of the majority until that decision is formally and officially changed by democratic processes.

Consensus of Educators Stated

Some months ago a group of prominent educators came together in Washington at the invitation of the U. S. Office of Education, for the purpose of discussing the special contribution which the schools and colleges of the Nation might make to morale in the present unlimited national emergency. The consensus of those educators was stated as follows:

"We recognize that sound civilian morale must rest upon public understanding of the nature of the present struggle against totalitarianism and of the problems which face us as a people in our resolve to defend democracy against all threats, foreign or domestic . . .

"We have been greatly impressed by the many volunteer efforts of professional educators in schools, colleges, and other educational organizations to focus attention upon and to promote the thoughtful discussion of the practical problems which confront democracy as a result of the present world crisis. We believe that these volunteer efforts are making a great contribution to the fundamental understanding of the people and to the basic morale of democracy; and we believe that it is in the interest of the American people that these volunteer efforts should be encouraged, stimulated, and extended.

"We therefore call upon the U. S. Office of Education in pursuance of its recognized functions of service to State and local educational forces, to undertake such efforts as may be needed

to encourage and to stimulate these volunteer efforts of professional educators."

Last September, President Roosevelt through Administrator Paul V. McNutt formally requested the Office of Education to inaugurate a Nation-wide educational program of public discussion. The Office has consequently organized a plan which is presented in its publication entitled, *School and College Civilian Morale Service*, under which schools, colleges, universities, and libraries should undertake to promote and service study-discussion groups, both of youth and of adults, in which pressing defense problems can be threshed out under the leadership of competent volunteer discussion leaders. Problems of priorities, of unemployment, of housing, of food supplies, of living costs, of defending civil liberties, of protecting life and property in the community, of improving national health, of tolerance for minority groups, of post-war reconstruction and the organization of peace—these and scores of other problems, born of the swiftly changing requirements of the emergency, should be dealt with in face-to-face discussion under the most competent leadership that can be secured.

There are in this country 26,000 secondary schools, 1,800 colleges and universities, 7,000 libraries, and tens of thousands of elementary schools. At least 100,000 of these schools and libraries dot the landscape of this country and can accommodate neighborhood discussion groups. They touch every locality. They should in reality become beacon lights of democracy, open 6 nights each week as meeting places for a large majority of our 80,000,000 adult citizens. No other organization is so vast in its reaches or so well adapted by experience and function to provide this essential service. Through the use of thousands of volunteers, colleges, school systems, and libraries can gear their facilities and programs into the larger purposes of civilian defense, thus carrying on, in the characteristic American way, the processes of public enlightenment.

Through Patient Study and Discussion

When we try to spell out why we love this country and its institutions, we begin to translate into terms of human achievements the great principles of freedom which we try to put into

(Concluded on page 104)

With the

U.S. OFFICE OF EDUCATION

this month

Chief State School Officers Meet

"In what ways may this organization be a more effective and efficient force in public education?" was the question that faced the National Council of Chief State School Officers when it met with representatives of the U. S. Office of Education in New York City, December 4-6 inclusive.

A panel discussion on this problem was participated in by:

Hon. Alonzo G. Grace, State commissioner of education, Connecticut, chairman.

Hon. Eugene E. Elliott, State superintendent of public instruction, Michigan.

Hon. Lloyd W. King, State superintendent of public schools, Missouri.

Dr. Paul R. Mort, professor of education, Columbia University.

Hon. Colin English, State superintendent of public instruction, Florida.

Hon. Esther L. Anderson, State superintendent of public instruction, Wyoming.

Other subjects discussed included: Adaptability of school systems and the State departments of education; the school's responsibility in developing inter-American friendship; legislative programs for Federal aid to education; school bus problems; school needs in defense areas; planning for education in the post-defense period; some Federal-State education programs.

Presiding officers were Dr. Bertram E. Packard, president of the council, and U. S. Commissioner of Education John W. Studebaker.

School Plant Needs

One of the fields in which the Public Work Reserve is securing helpful in-

formation through their regional directors is that of school plant needs in local communities.

A number of State and city departments of education during the past few years have made long-range studies of school plant needs, and as a result have estimates of school building needs as of the present year.

In order that the local communities' estimates of school building needs could be checked against State, county, or city long-range plans for meeting school building needs, the U. S. Office of Education has been securing from State and city departments of education the data on individual school building projects that are needed at the present time.

To make such a study adequate, estimates needed to be made on a comparable base. Consequently, the Office prepared a form to be filled out by State and city departments of education in submitting lists of individual school building projects. The procedure in collecting this information was to have all forms clear through the State superintendent's office. Some State departments are able to fill out the forms from the data in the State department office; others have the forms sent by the Office of Education to school officials in local districts to fill out. In the latter case, however, all forms are sent back to the State department so that the State superintendent, before returning the filled-out forms to the Office of Education, can check the statements of local communities in regard to school building needs over against the estimates of such needs on a long-range basis for areas wider than, though including, a given local community.

Results of this study, together with copies of the original forms, are being

filed with each State department so that the State superintendents may have the information necessary to advise the Public Work Reserve regional directors on the validity of local needs with relation to long-range programs.

What is needed for a shelf of building projects is not general estimates or statements but detailed plans for the construction of school buildings.

Exchange Business Increases

Continuing to expand its services to meet the increase of requests for teaching materials related to defense, the Information Exchange of the U. S. Office of Education last month added five new loan packets to its list, bringing the total to 50. In addition a new series of packets on Consumer Education was announced as nearly ready for circulation; a new catalog was released and 12 of the packets already in circulation have now been revised and brought up to date with new materials.

The five new packets are: Packet II-ES-1, Understanding and Practicing Democracy, for elementary and secondary schools; Packet IV-S-1, Aiding National Defense by Conserving Natural Resources, for secondary schools; Packet IV-G-2, Conservation of Our Forests; Packet XII-G-1, Participation of the Negro in National Defense; and Packet XIV-H-1, Economic Problems and National Defense, at the higher education level.

All of the packets in the vocational education listing have been revised, and two new titles have been added. This group of packets contains publications on training for defense industries and jobs essential to the national defense program. The titles now listed are: VII-SA-O, Material Descriptive of the National Defense Training Program; VII-SA-1, State and City Programs; VII-SA-2, Youth Vocational Training Programs for National Defense, for out-of-school youth; VII-SA-3, Service Bulletins on Defense Training in Vocational Schools, a series published by the U. S. Office of Education; VII-SA-4, Instructional Materials; VII-SA-5, Aids to Vocational Guidance in Relation to National Defense; VII-SA-6, Or-

Copies of the new catalog may be obtained free by writing to the Information Exchange, U. S. Office of Education, Washington, D. C. Because the supply of packets under each title is limited, not more than three packets can be loaned to each borrower at one time.

In view of the fact that the success of a community-wide discussion program depends upon the cooperation of schools, colleges, and libraries, and civic organizations in the localities, it is particularly urged that a representative council be established in your community if one is not already functioning in this field. Copies of this pamphlet have been sent to the



Assistance on School Plant Problems as a Function of State Departments of Education.—Another in the series of 16 monographs being published by this office on the organization and functions of State education departments and of the boards of education to which they are related, this monograph by Alice Barrows, senior specialist in school buildings, describes the kinds of assistance given by State departments of education

Higher Education, 1936-40.—Data on enrollments, degrees, teaching staff, finances, property, and recent developments in higher educational institutions offering instruction to nearly 1,650,000 individuals have been assembled by Walton C. John, senior specialist in higher education, in this chapter of the Biennial

Survey of Education in the United States, 1938-40. (Chapter III, Volume I, Biennial Survey of Education in the United States, 1938-40. Price, 10 cents.)

Occupational Information and Guidance Bibliography, 1937-38.—References to guidance principles, programs, practices, curriculum, personnel, employer-employee relations, legislation, research, special groups, publicity, and bibliographies compiled by Pedro T. Orata, special consultant, and Waldo B. Cookingham, specialist in occupational information and guidance service, are made available in this publication. (Vocational Division Bulletin No. 212. Price, 55 cents.)

Federal Funds for Education, 1938-39 and 1939-40.—Timon Covert, specialist in school finance, made a study of regularly recurring Federal appropriations for colleges of agriculture and mechanic arts, agricultural experiment stations, cooperative agricultural extension services, vocational education below college grade, and vocational rehabilitation, the results of which have been summarized in this leaflet. Emergency funds allotted to education for needy persons in high schools and colleges, to the WPA education program, to school buildings, and funds allotted by law to certain States were also studied. (Leaflet No. 61. Price, 10 cents.)

Only a limited supply of free copies of any of the above-mentioned publications is available, but a sales stock is maintained by the Superintendent of Documents, Washington, D. C., from which orders are filled.



Films Announced by U. S. Health Service

The United States Public Health Service operates a lending library of motion-picture films which have been produced by that Service, or under its supervision. The films are on health subjects and are of two types, for (1) lay and (2) professional audiences. Though most of the Public Health Service films are made for adults some are suitable for use in schools. Three of this latter type are announced, as follows:

A Researcher Looks at Reports

In a new volume issued by the Social Work Publishing Council, the following statement which may be equally worth consideration in educational as well as social work fields, is made:

A research worker who sees many reports, especially those of public agencies, writes: "Annual and other periodical reports of public and private social agencies frequently provide no basis whatever for real understanding of their work. All too often these reports, focused as they are upon interpreting agency programs to the man in the street, deal primarily and too exclusively with attention-catching, exceptional events and achievements, with recent developments having news value, and with agency hopes and plans for the future.

"Of course, researchers and students of welfare services like these juicy morsels of information, too. However, we long for more substantial fare as well. We are interested not only in the exceptional but also in the typical, run-of-the-mine kind of thing which agencies do and on which they spend the major part of their time and money.

"We also want to know what happened to things that were mere dreams or newly inaugurated last year, the year before, and the year before that. What could be more exasperating than avidly to pick up a newly issued report in the hope of seeing how some once new experiment is progressing or to get the latest figures for an established statistical series only to find no mention of either or to find that the base of the series has been so changed that new figures cannot be compared with the old."

About Faces

A new sound film on the subject of dental hygiene, care of the teeth, nutrition, dentifrices, dentist relations, and general health are discussed. Available in two versions: (1) Kodachrome 16 millimeter (running time 20 minutes); and (2) black and white defense edition, 16 or 35 millimeter (running time 10 minutes). Narrated by Lowell Thomas.

Rocky Mountain Spotted Fever Vaccine

A one-reel silent film in technicolor, running time, 10 minutes. Portrays the work of the United States Public Health Service laboratories at Hamilton, Mont., in combating this disease. The life cycle of the tick is pictured, and the business of grinding up 4,000,000 ticks a year to make protective vaccines for people in our Western States is explained.

Proof of the Pudding

A 16-millimeter sound film in technicolor, running time 10 minutes. Produced jointly by the United States Public Health Service and the Metropolitan Life Insurance Co. to emphasize the importance of good nutrition.

The Public Health Service will send on request a list of its films and also a list of motion pictures for health and safety education distributed by various State agencies. This latter was compiled as an over-all catalog of health education films obtainable at low rentals in all parts of the country.

United States Public Health Service films should be ordered from the Surgeon General in Washington, D. C. No charge is made for the use of these, but the borrower pays transportation costs. Films listed in the State agencies catalog must be ordered from the various State agencies, whose addresses are listed therein. Usually a small fee charged.



Conservation of Materials

The OPA has announced that business and civic organizations, the Boy Scouts, retail merchants, church groups, trade unions, and women's organizations are cooperating to make available to America's 30,000,000 homes "The Consumer's Pledge for Total Defense," which calls for elimination of waste and careful buying.

Life, Liberty, and Happiness for Children—Now¹

by Bess Goodykoontz, Assistant U. S. Commissioner of Education

★★★ These are ordinary words—life, liberty, and happiness—familiar, easy words—in every child's spelling book. Yet they are words that made history; they represent the triumph of an idea—an idea that was not familiar and simple back in 1776. The war for independence was on, the Continental Congress in session. Times were difficult, and the long list of grievances against the King and Parliament was unendurable. Separation from the Mother Country seemed the only way out. Finally, as is the way with conventions, a committee was appointed to draft a declaration to say so.

In June, Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert R. Livingston went to work. They realized the importance of their assignment; they knew the temper of their associates; they knew that a strong and stirring declaration of policy was required. But one other thing they knew, too. No simple demand for independence would do; that had already been made a few days earlier, and anyway that, by itself, would be considered plain rebellion. What they must do was to state the reason for their demands in unmistakable terms; they must link their cause with the cause of oppressed people everywhere. And so Jefferson, writing for the committee, crystallized the hopes of all men when he named "life, liberty, and the pursuit of happiness" as the rights for which a demand supported by arms was not rebellion. It was not rebellion, said Jefferson and the committee and later the whole Continental Congress, because these are the rights men are born with. They are natural rights; they belong to all men—everywhere.

Triumph for an Idea

Of course this was not a completely new idea. Historians trace back its

antecedents both in philosophy and in phrasing. But used as they were in the Declaration of Independence, the words *life, liberty* and *happiness* became a battle cry that led to victory, a statement of policy which carried over into the new government's Constitution, and to this day represent the guarantees which the courts defend for all men. They became the operating principle of a whole nation—a triumph for an idea which had been a long time in the making.

Now we in our professional lifetimes have seen the development and crystallization of another great idea—this time in regard to the rights of children. The debates during the founding of the Republic were almost completely silent on that point. To be sure the latter half of the eighteenth century saw at least lip service to the ideal of the equal right of all children to education, health, and happiness.

Rousseau expressed his sympathy with the great masses of people and with children in books which profoundly influenced provisions for the welfare of children. His *Emile* is one of the first great books dedicated to the "inalienable rights of children." It gives expression to the idea that human life and happiness are largely made or marred in childhood and that there are scientific ways and means to be applied to the management of children. Rousseau firmly believed that for every child the unhampered development of his nature, his powers, and his capabilities was an inalienable birthright. The educational methods he advocated are still being debated but his appreciation of the dignity and worth of each child's life has been a dynamic influence on the welfare of children.

But against the background of Rousseau's humanitarianism for children in the latter part of the eighteenth and the early part of the nineteenth centuries stood a society committed to the theory of the innate depravity of childhood.

Every child was a depraved being and would soon display melancholy evidence of its depravity if not rigorously disciplined by his parents. That parental authority could be preserved without the infliction of punishment was not believed, and without severe discipline, children were soon ruined! During an era of bitter defense of freedom for adults, parents were exhorted "cost what it may, break the child down to obedience at the first command. . . . if you are careful *never* to let disobedience escape punishment of some kind or other. . . . you will find it not difficult to maintain your absolute authority." And again, in a period when freedom of speech was championed for adults, children were expected to be seen and not heard. Children were looked on primarily as potential adults.

This shows up with startling clearness in the prints and lithographs of those early days of the Republic. One I have shows a little girl and her mother in dresses, shoes, hats, and gloves almost exactly alike, even to hoopskirts, except in size and length. Cunning, but rather hampering to a child! Another shows a family on parade—father and mother, son and daughter, the latter two small replicas of the larger and more perfect wholes—coats, hats, shoes, and—we might say—even the Sunday afternoon smile and gait.

Triumph of Another Idea

It has taken a long time for us to outgrow the implications of those pictures—that children are adults in the making, that in themselves they have no distinctions, no individualities, no needs peculiar to their age and size. Against that concept we now place the ideal of provisions for the health, welfare, and happiness of children that are appropriate to their needs at each stage of development. This does away with the hoop skirts of inactivity, the high-buttoned boots of restraint, the lace mitts of propriety; it substitutes a healthy,

¹Address delivered at convention of National Association for Nursery Education, Detroit.

happy, busy, and interesting life for children at each stage along the way. That children have rights, as defined in the Children's Charter and in the statements of such organizations as National Association for Nursery Education, represents the triumph of another breath-taking idea.

In the short span of two or three decades we have seen this belief in the rights of children take practical shape. Children's hospitals, specialists in children's diseases, well-baby clinics, legislation for health services for mothers and children, health instruction in the schools, all these mean life and health for children; child guidance clinics, improved court procedure in handling juvenile delinquency, mothers' pensions and other provisions for dependent children guarantee freedom from want and help on personal problems; nursery schools and kindergartens, playgrounds and nursery centers are opportunities for pursuit of happiness through varied learning activities. But this is by no means all. We have seen the child-development approach adopted by numerous professions and used in the formulation of new programs. For example, it is making over juvenile court procedure; is affecting the training of physicians, nurses, dentists, and welfare workers; is responsible for thousands of parent study groups; has aided in the establishment of guidance departments in schools; has modified housing and community planning; and without doubt has affected, if not yet perfected, school procedures from early primary to college.

But we are living now under abnormal circumstances which challenge the slow and regular growth of normal programs. The headlines are screaming: Reduce Non-Defense Spending; Unite in All-out Defense Effort. And so we are again faced with the question—what happens to children's rights in an emergency? Children go on getting hungry; shoes wear out; mumps and chicken pox declare no moratorium; babies keep right on coming; parents get sick and lose jobs; Monday morning comes and there ought to be a school. All the usual needs are just as pressing as ever before, and in addition the emergency increases some of them and brings others of its very own.

Fathers are called to service, and the families pick up and go along to new and strange communities. Other fathers hear of the long-sought jobs a hundred or so miles away and pack up the family and are off, only to find houses at a premium if actually existent; other fathers start out to find jobs, promising to send for the families as soon as possible; mothers decide to go to work, too, so as to get the high wages that will make up for lean years; youngsters just out of school get jobs at phenomenal salaries and wonder how to spend them. What happens in the communities affected by this migration many people know all too well—overcrowding, lack of sanitary provisions, sickness, high prices, homesickness, delinquency, overtaxing of professional health, welfare, and educational services. Such problems do not wait patiently, even in an emergency.

Documents From England

Recently I have been looking through a large packet of photostat copies of official documents from England which show the variety and extent of services to children during England's emergency. The titles range from a *Memo-random on The Louse and How to Deal With It* to a psychological study of the emotional problems of evacuated children. Others include *The Care of Children in War-time*, *Communal Feeding in War Time*, *The Feeding of Handicapped Nursery School and Day Nursery Children*, *The Service of Youth*, *Emergency Hostels for Difficult Children*, and *The Schools in War-Time*. Throughout them, it seems to me, are the spirit and intent to do everything possible to maintain good conditions for children.

"Do you know," asks the little monograph in talking to parents on the care of children in war-time, "that ordinary rules for the care of children are more important now than ever?" And—"Do you wake the little ones while the sirens are still sounding? Don't do this if you can avoid it. Get yourself and the older children ready first." "Do you see that favorite toys are not forgotten?" And again—"Have you warned your children that there may be a good deal of noise in an air raid?—be sure to tell the chil-

dren that much of the noise will come from our own guns, fired by the brave men who are looking after us. This will help to make them feel quite safe."

Just as thorough and courageous is the insistence that remedies be found *now* for long-existing gaps in the services for children and young people. The Board of Education Circular on The Service of Youth says: "The social and physical development of boys and girls between the ages of 14 and 20, who have ceased full-time education, has for long been neglected in this country. War emphasizes this defect in our social services: to-day the black-out, the strain of war and the disorganization of family life have created conditions which constitute a serious menace to youth. The Government is determined to prevent the recurrence during this war of the social problem which arose during the last."

Even in difficult times this planning for the future seems characteristic of much of Britain's war-time effort. One visitor recently told of the newly developed provisions for the day-care of young children where nursery schools were not available. Still another reported the extensive surveys and programs now being undertaken by the several planning organizations. Getting something for the future out of a difficult present seems to be inherent in the spirit of the British people.

Stimulated by Emergencies

But it occurs to me that this is not a British trait only. Other nations and we ourselves have profited by its pursuit in the past. For example, much of our health education services have been stimulated by emergencies. Wars always waste and mar the lives of the participants but at the same time they have, in the past century and a half, been a stimulus to efforts at physical improvement. The nations involved have become more or less conscious, for the time being at least, of the importance of physical fitness.

Following the Napoleonic wars, elaborate systems of gymnastics were developed by certain patriots of Germany and Sweden and these were applied to the training of youth in these and other countries with the underlying purpose

of preparing them for the next international conflict. Following the Boer War, England became worried over the health of its youth, and a parliamentary committee was appointed to study and evaluate the various systems of physical training for schools.

We were a sheltered people, and society in general was not much interested in the health or physique of its young people until after the Civil War. The drafts for that war showed our young men more sickly and defective than they have ever been since. In 1866 California passed a law requiring its schools to give "due attention . . . to such physical exercises for the pupils as may be conducive to health and vigor of body."

With the World War, physical fitness, as indicated by the draft, was again to the fore and there was much agitation for efforts to improve the national physique and health. Laws requiring physical education in public schools were placed on the statutes by three-fourths of our States, and there was legislation in a larger number permitting or requiring the physical examination of children.

Similarly provisions for individual differences of children came about because of a serious situation in the schools of Paris, where there was much overcrowding. In the early fall of 1904 the Minister of Public Instruction in Paris appointed a commission to study measures to be taken in the education of sub-normal children in Paris, who not only were unable to profit by instruction regularly given but who were interfering with the progress of their more normal fellows. It was decided that children of this level should be taught in a special school, admission to be on the basis of pedagogical and medical examinations. It was specifically to meet this emergency that the first intelligence scale was constructed. It probably is not too much to say that the work of Binet and Simon culminated in better provisions and a better understanding for the feeble-minded, a more critical attitude toward the public-school curriculum, particularly in America, and a realization of the importance and possibilities of the abilities of the gifted.

Depression Results

More recently we have seen the depression result in social welfare legislation and the development of fundamental governmental programs. The Social Security Act, for example, brought security for the unemployed, for the aged, for dependent children, for handicapped children and adults. So much change in public policy was phenomenal. As one columnist explained it "The collapse of 1933 was so complete, so terrible, that it wiped out all resistance to social reform."

We can all think of other illustrations of social gains which have come out of emergency situations. In this we are not cynics who might say, "The human race needs a good beating now and then to make it think." Nor are we Pollyannas who would say, "Some good will come out of even the worst situation." We mean only to use this exaggeration of the normal situation which an emergency brings in such a way that thinking people will be ready to do something about it. In a sense, an emergency supplies the large-size print that those who run, and run public affairs, will read, and will do something about.

Wished-for Miracles

I suppose each of us has his own list of wished-for miracles. We can think of a situation or two that we would like to help change. I'm thinking of a small town—a comfortable, happy town that is the best little town in its corner of the State. But it has no kindergarten, no nursery schools, no health services to reach out to rural schools, no school doctor, no free clinic or hospital, one playground for the county, no rural library service, no school provision for handicapped children, no visiting teacher or other welfare worker. And in a large industrial city I know well, there is a busy street along which the street car runs, buildings tight along the street on each side, with fruit stands and cobblers' shops and small stores on the first floor and children spilling out of the upstairs living room windows. The school is up over the hill, and it is fine while it lasts, but it closes at 3 o'clock and is closed all day on Saturday, and always it is shut up tight from June to September.

Those are pretty hot months in upstairs rooms.

We could go on laying these situations out on the table—you naming yours, and I naming mine—situations which communities ought to do something about—now. And then the sorting would begin. Some things could be fixed by legislation, such as changing a law or regulation that prevents school buildings from being kept open for community activities. There would be some programs that simply needed stretching—possibly financial stretching—to make them cover more territory, such as helping a good town library to become a county library and serve rural people, too. Some situations would require brand new services which originality and volunteers could provide, such as community visitors to help new families get acquainted with the resources the community affords. Call it by some high-sounding name such as community planning, among ourselves we could afford to be frank and call it fixing up a mess we ought to have gotten at long ago.

Sometimes in the sorting, to be sure, we should find some problems too big for the community to handle alone. The help of the surrounding country or the State or the Federal Government itself might seem to be needed. Take health services for school children, for example. A shocked public reads every day of the numbers of young men rejected for Army service. A spring issue of the *Journal of the American Medical Association* reported that analysis of nearly 10,000 rejection reports shows that though the health of the average trainee is better in most categories than it was in 1917, three times as many are turned down for defective teeth. Other reports emphasize the number of rejections because of nutritional defects. Well, why not, we might ask ourselves. Not half the school children of the country ever have an examination by a physician. Not 1 in 10 students in high school ever has such an examination. Not more than half our schools have adequate teaching personnel or facilities for physical activities. Not 1 in 10 students in high schools ever receives instruction concerning the preservation of his health or that of the community.

Two-thirds of the college students receive no instruction in personal or public health.

Here is a problem which requires joint action not only of neighboring communities, but of the several interested professions as well—a much harder problem, as we can all testify. But in any school, how successful can health instruction be unless it is based on the known needs of individual children as shown by competent health examinations? And how effective can health examinations and follow-up of remediable defects be unless they are coupled with instruction in personal health and hygiene? How much change will the menus of nutrition programs produce unless children have experience in eating and liking the new foods? How long will health rules learned at school exist in the environment of a home which public or private health services have not reached? The trouble here is that we get to tripping over jurisdictional lines. Could some organization, whose members are more interested in children's acquiring and keeping healthy bodies and minds than they are in building up administrative diagrams of lines and staffs, do something about a national problem as huge and as intricate as this one is?

And when that is finished, what shall we say about the 5-year old? So far he is giving a good imitation of the forgotten man. Much too big to sit quietly at home all day long with those babies, the 3- and 4-year-olds, he is nevertheless much too young for the schools to do something about—officially. Who is this young fellow anyway—and his feminine playmate of five fair summers? What do they want to do? What would make a good life for them for a day—and a year? As they become rarer statistically, and clearer to us psychologically, they might even be due a national commission on the 5-year-old, with research, recommendations, and results.

Never, so far as I know, has there been so much public and official encouragement to this sort of long-range, broad-gauge planning. The National Resources Planning Board and its State counterparts get farther into social planning each year. Also under the authority of the Employment Stabilization Act

the Board is just now engaging in a comprehensive program of planning for services to children and youth. And besides these activities, the Board and the Federal Works Agency are now jointly sponsoring a new planning program known as Public Work Reserve to develop which there is a Public Work Reserve staff established in each State. Each of these programs, I believe, counts on the advice and assistance of technicians in health, welfare, and education in defining the needed services.

And so, what I mean to say is that I quite agree with the amendment to the Declaration of Independence which the theme of this conference supplies. Life? Yes, strong and sturdy and self-reliant. Liberty? Absolutely, the freedoms which we prize. Happiness? We hope, for everyone. Now? By all means.



Negro History Week

The regular annual celebration of Negro History Week will be held from February 8 to 15, 1942. The celebration is sponsored by the Association for the Study of Negro Life and History to increase the interest in the study of the life and history of Negroes and their contribution to civilization.

The activities during the celebration will be centered around emphasizing the need for cooperation among educational institutions in furthering a Nation-wide movement to give all American children an opportunity to obtain accurate information about Negro life and history. It is hoped through this means "to bring about harmony between the races by interpreting the one to the other, to eradicate intolerance, to promote the cause of democracy, and to stimulate the study of the problems throughout the year, rather than during one week only."



● Revisions of the following series of educational charts of the Extension Service of the United States Department of Agriculture are available at 10 cents each:

- 18.1 Furniture woods (natural size).
- 18.2 Veneer and its use in furniture construction.
- 18.3 How lumber may be cut.

As Beacon Lights

(Concluded from page 97)

practice. We recount what great things we have been able to get done under this free and flexible system of social organization. We point with pride to our vast educational system operating with local responsibility. That achievement and all the others we could mention did not just happen as a result of some rallies, or pageants, or radio dramatizations. Behind these achievements are long, serious discussions of practical ways and means. We did not get that educational system started by decree; it did not come to us merely because our forefathers had enough morale to stick to the independence idea until they won. No, for 40 years after we started business as the United States of America, men grappled with the problem of public education in town meetings. Finally we got public education going when a great discussion movement—the lyceum movement—concentrated attention and discussion on that issue. When we knew enough through patient study and discussion, we achieved democracy in action.

The morale we need in a crisis is in part the product of our confidence in the past successes of the deliberative process. If the morale we need in this crisis is to be more than an emotional glow about democracy in general, we must do everything we can as educators to help the people experience the maximum success in handling today's problems by organizing the pursuit of an understanding of these problems. This is indeed a major responsibility of organized education, that is, of schools, colleges, and libraries. As problems are met with intelligence the people increase in their devotion to the way of life that we are determined to defend.

I am confident that our schools and colleges will not fail the people; that they will continue to stand—as they have done in the past—as beacon lights in a murky world; as great lighthouses of truth and idealism whose effulgent beams shall guide us through the night until there comes a new dawn "secure in justice under law."

John H. Studebaker
U. S. Commissioner of Education.

Research Program of New York State

by J. Cayce Morrison, Assistant Commissioner, New York State Education Department

★★★ The Regents Inquiry into the Character and Cost of Public Education in the State of New York concluded that the first need of education in the State was "to unify and strengthen the work of the department in research."

To this end the Inquiry recommended that all administrative work of the State education department should be consolidated under five major divisions, one of which should be research. The Inquiry defined the functions of the research division as follows:

to plan, organize, and conduct special research projects which have to do with general educational problems and administration, to collect and analyze routine statistical information on education, to conduct State-wide and local diagnostic examinations, to coordinate the special researches of other sections of the department, to encourage educational research by local school authorities and public and private educational institutions, to advise the commissioner and the regents on all matters involving research, and to operate a central statistical service for all the divisions of the department.

Expands Research Service

Anticipating these recommendations the board of regents, on July 30, 1937, took the first step toward expanding the research service of the department. This reorganization effected the organization for research in two respects: portionment and statistics, leaving apportionment in the finance division and creating a new bureau of statistical services in research. Second, through consolidating the former offices of assistant commissioner for elementary and secondary education respectively, the title of the former assistant commissioner for elementary education was changed to assistant commissioner for research, and the latter was made responsible directly to the commissioner of education. The organizations and

functions of the research staff were defined as follows:

The assistant commissioner for research, under the general supervision of the commissioner of education, initiates such studies as are needed by the commissioner and the regents for the formulation and evaluation of policies; supervises the work of the division of research, and the bureau of statistical services; coordinates all research activities of the State education department; stimulates and helps to coordinate educational research throughout the State; and directs school surveys or field studies approved by the commissioner and his cabinet, which require the assistance of staff members from other bureaus divisions or offices of the department.

The division of research, under the general supervision of the assistant commissioner for research, proposes problems for study and conducts special studies approved for investigation; advises with department and local school authorities on questions pertaining to the scientific study of school problems; cooperates with curriculum and other committees; gives advice and assistance in the construction and use of educational measuring instruments; makes psychological studies of problem children; conducts State-wide surveys of instruction; advises graduate students and others in the selection and organization of research studies; and cooperates with the assistant commissioner in promoting the scientific study of education.

The bureau of statistical services, under the supervision of the assistant commissioner for research, is responsible for administering and improving the statistical services of the department. The bureau conducts such special statistical studies as may be assigned to it; reviews all forms requesting information sent by the department to schools and colleges of the State, and advises concerning needed revisions or overlapping of function; collects all statistical data required of schools, colleges, or other educational organizations, compiles such data (other than that used in the apportionment of public funds) and reports same to the executive officers of the department and the school authorities of the State; and prepares the statistical part of the department's annual report.

The present research staff of the department consists of the following: one assistant commissioner, one director of

research, three educational research assistants, one of whom has served as acting chief of the statistical services bureau, one principal administrative assistant, two principal clerks, three stenographers and eight clerks of junior or assistant rank.

The research program of the department is developing gradually along the lines indicated in the recommendations of the Regents Inquiry and the definition of functions approved by the regents.

Statistical Services

The bureau of statistical services answers all inquiries addressed to the department for statistical information. It mails out the forms required by the department in the annual reporting of statistical information, collects these reports, audits them and prepares the annual statistical report issued by the department. More recently the bureau has been charged with the administration of the annual school census. In addition, insofar as its personnel and equipment will permit, it services the research division and the other divisions of the department in statistical studies requiring the use of Hollerith equipment.

The bureau has made progress especially in three respects: (1) It is now auditing all statistical reports, whereas formerly the major emphasis in auditing was directed chiefly to data used in the apportionment of State school funds. In the long run, this more extensive auditing should improve the accuracy of the masses of factual data tabulated and recorded in the annual reports and archives of the Department, thus providing a reservoir of raw material for later research in educational trends. (2) The bureau has speeded up the preparation of the annual statistical report. Formerly, the preparation of

this report inevitably awaited the completion of the annual apportionment of school funds and reached the printer some 12 to 18 months following the close of the fiscal year. Now, the bureau expects that within another year it will be able to complete the essential parts of the annual statistical report within 7 months following the close of the fiscal year. (3) The bureau has effected certain economies in reporting, through eliminating certain items of information which no longer serve a useful purpose and through simplifying the form of the annual report in such manner as to save the department several hundreds of dollars a year in clerical labor and the cost of printing.

Studies Completed

During the past school year the research division completed four studies: A survey of the Indian schools of the State, a study of the reading of adolescents, a descriptive report on the work of the school psychologist, and a study of "factors related to pupils' progress" as measured by equivalent forms of the same test in annual testing programs. In addition the division participated in other studies involving cooperation with other divisions of the department and with State groups.

The survey of the Indian schools was made at the request of the division of school administrative services, and is being used as a guide to the development of the Indian school program. The study of the reading interests of adolescents was reported in the *American Library Association Bulletin* for March and May 1941. The study of the work of school psychologists notes the increasing recognition on the part of the schools of the need for psychological services, and attempts to clarify the functions of the school psychologist.

Major Project Completed

The major project in the department's research program of the past year was the survey of the curriculum experiment with the activity program in the New York City elementary schools. In the autumn of 1935 the superintendent of

schools in New York City authorized a 6-year experiment with the activity program in approximately 70 elementary schools. Throughout the experiment the division of elementary schools conducted its own program of evaluation. Toward the close of the experiment the board of education requested the State education department to make an independent evaluation of the experiment. For this work the legislature appropriated \$10,000 and the New York City Board of Education set aside, from its regular budget, an approximately equivalent amount.

In addition to the study of "factors related to pupil progress," noted above, the survey comprised several specific studies. Among these were: The development of a scale for judging the extent to which the concepts of the activity program are actually attained in a school or classroom; the development of tests and forms for study of childrens' attitudes, interests, and behavior; a technique for study of parents' attitudes toward the school program; techniques for study of the teacher's evaluation and interpretation of child behavior; and tests for evaluating childrens' use and interpretation of knowledge of science and the social studies. The final report entitled, *An Appraisal of the Activity Program* has been transmitted to the superintendent of schools, and is to be printed by the New York City Board of Education.

Another major project completed within the year was the experiment in the development and use of phonograph records as an aid to learning in rural elementary schools. The experiment was conducted under a grant obtained by the committee on scientific aids to learning of the National Research Council. During the first year of the experiment 38 phonograph records were developed for use in small rural elementary schools. These records were designed to enrich the instructional program. The records were in the general areas of environment, English, and regional studies. During the second year these records were submitted for trial use in approximately 175 classrooms. The records were evaluated on the basis of data reported by teachers and pupils.

A report, planned as a handbook for the guidance of teachers and supervisors in the use of phonograph records, has been prepared for publication and a technical report describing the research involved in the preparation and evaluation of these phonograph records has been typed and filed in the research office and in the State library.

Other projects completed during the last year included a report on age-grade progress of pupils who were enrolled in the eighth grade of New York State rural schools during the first half of the school year 1933-34, published as *University of the State of New York Bulletin*, No. 1195, and an *Elementary School Inventory*, developed for use in faculty meetings as a means of reexamining theory and practice of elementary education.

Studies in Progress

Major studies in progress include the *Implications for Public Education of Recent Social and Economic Trends*, and a *Five-Year Study of the Adjustment of Rural Secondary Schools to the Needs of Youth*.

Among the suggestions made by the Regents Inquiry for improving the research function of the State education department was a recommendation related to research and cooperating committees. The Inquiry said:

Research can be stimulated by the State department and made of State-wide value, particularly through the agency of the voluntary State educational associations and by setting up cooperating research and advisory committees. These committees will also be of value in bringing out an understanding of local problems and in disseminating the results of research. . . .

A program of research and the full use of cooperating committees . . . are, uniquely adapted to the present-day needs of the State of New York.

In accordance with this recommendation, the research staff approached the various State associations with results that have already borne fruit and hold larger promise for the future. In contacts with State associations, wherever possible, the research staff has worked in conjunction with the administrative or supervisory division of the department most directly concerned with the problem involved.

The New York State Educational Research Association has appointed a committee on State planning. This committee has formulated a comprehensive statement of the principles that should guide the State and its various subdivisions, associations, and agencies in developing a unified State-wide program of research and is in the process of initiating certain State-wide studies. The Council of School Superintendents, comprising the superintendents of cities and villages of 4,500 population or more, appointed an advisory committee on research, which has assisted the department in carrying through two projects and has now initiated a third. The New York State Association of District Superintendents has an advisory committee on research which has assisted the department in formulating plans and initiating a series of studies to obtain better adjustment of rural secondary schools to the needs of youth. The New York State Association of Secondary School Principals has appointed a committee to work with the research division in a study of the *Implications of Recent Social and Economic Trends for Education*. The bureau of guidance has obtained the cooperation of the guidance directors of the State to work with the research staff and the Council of School Superintendents in a series of studies entitled *When Youth Leaves School*. The annual Conference of Supervisors and Directors of Instruction has created a committee, a part of whose assignment is to review and report annually to the conference, the current research of interest and value to the members of the conference.

Improving Services to Children

In looking to the future the education department still has a long way to go if it is to make "leadership based on research its central objective." But substantial beginnings have been made. The research undertaken has focused on improving the services of schools to children. Through cooperating committees, the local school people are helping to define the problems on which the research staff will work and are creating a demand for the results of research.

Kentucky's Educational Program for Defense Workers

by J. W. Brooker, Superintendent of Public Instruction,
Frankfort, Ky.

★★★ Kentuckians are realizing more than ever before how precious is the skill of human hands. Kentucky has accepted her share of the responsibility of preparing skilled men to man jobs essential to national defense. Since last July, many thousands of Kentuckians have been enrolled in supplementary and preemployment refresher courses operated in centers in the State. The training programs which are the responsibility of the vocational schools got under way shortly after the first of July. Courses have been and are now being operated in Ashland; LaFayette School, Lexington; Henderson; Louisville; Kenton County Vocational School, Covington; Mayo State Vocational School, Paintsville; Owensboro; and Paducah. Courses for Negroes have been operated in Lexington, Louisville, Owensboro, and Paducah.

At any one given time, there has been from 2,500 to 3,000 enrolled in the supplementary and refresher courses. The record of the past year is a record of unexcelled cooperation between the employment service, the WPA, and the schools. Supplementary courses have been given in many occupations essential to national defense. The largest enrollment in any one type of supplementary class has been in machine shop. During the year, between 3,000 and 4,000 machinists returned to school for supplementary instruction in some phase of machine shop and nearly as large a number returned for supplementary instruction in welding.

Preemployment refresher courses have been operated in all the centers where supplementary courses have been taught. Four or five thousand people have been prepared to take their places in industries essential to national defense. Men, who have been in refresher

courses, have been placed about as rapidly as they have been trained. Two weeks ago, 24 men in an electrical course at the LaFayette School in Lexington were placed in 1 day. Messages from these men reveal their sincere appreciation of the vocational training opportunities that were provided them. There are thousands of illustrations that could be given which point out the success of this training program. Every man who has been trained in welding at the Kenton County Vocational School in Covington has been placed in a job. Reports from men who have been placed in industry point out how they are able to progress satisfactorily with their work and this is a compliment of the thoroughness of the training which they received in the classes conducted by the vocational schools.

New programs have been started in Somerset and in Harlan in addition to the present centers. Other programs will no doubt be started in other sections of the State within the next few months as the need seems to warrant. The defense-training program in Kentucky will go forward at an accelerated pace. Nearly every center has a long waiting list of people who are anxious to get into the various types of defense courses. In the Kenton County Vocational School, the waiting list is two and one-half times the number now enrolled in the defense-training courses. Every effort will be made to expand facilities.

Out-of-School Youth

In addition to the specific defense-training programs operated in the larger centers in Kentucky, there has been in operation the training program for out-of-school youth 17 to 25 years of age. These courses have been con-

ducted for the most part in farm shops, which are an integral part of the program of vocational agriculture in the rural high schools of Kentucky. Records show that 715 courses in auto-mechanics, electricity, metal work, or woodwork have been offered recently in 229 centers in the State to approximately 12,000 young men. Included in this program were courses at 29 CCC camps, and in 10 different schools for out-of-school Negro young men. It has been possible to secure the services of highly skilled people to teach the out-of-school youth courses. As an example, one auto-mechanics course was taught by a man who was foreman of a garage that employed 65 auto mechanics. Some of Kentucky's finest machinists and metal workers have taught classes in metal work and auto mechanics for out-of-school rural youth. Likewise, the best of electricians and the most able carpenters have been available to teach electricity and woodwork. It is not claimed that the out-of-school youth defense courses prepare young men for highly skilled jobs, but in a sense, they are prepared for semiskilled jobs and this training serves as preliminary training for them if they desire to go on into the large centers and participate in the specific defense-training courses. Many of America's future workers, now young men living in Kentucky, are going to take their places in industry essential to national defense before this year is over. The defense-training program is rendering a distinct service to these young men and to the total defense efforts in which all America is so much interested.

In addition to the defense-training courses, vocational schools in Kentucky have provided vocational and other necessary instruction for young persons employed on work projects by the National Youth Administration. A rather comprehensive program of education and training for workers employed by the National Youth Administration has been put into operation in nearly every county of the commonwealth. Approximately 7,000 of these youth have been enrolled in courses in agriculture, homemaking, commercial work, machine shop practice, elec-

tricity, building trades, radio, etc. Approximately 165 teachers including both white and Negro have been employed by local boards of education in cooperation with the vocational division of the State department of education to carry on the instructional program for NYA workers.

40,000 in Regular Program

Kentucky's regular program in vocational education is 23 years old. During the past year, approximately 40,000 people participated in the regular program. Large numbers of these are now employed in defense industries. Our democratic way of life calls for a high order of skill in a relatively large proportion of its workers. School boards, school administrators, and teachers throughout pledge themselves to excel during the coming year, the defense-training record of the past

year. The stability of a free nation depends upon the efficiency, the productive capacity, the earning power, and the happiness of those who work. The worker who is an efficient producer and who can point with pride to his own work efforts is one of the makers and keepers of a nation of free men.



Mathematics Teachers Meet

The National Council of Teachers of Mathematics holds its convention at Lehigh University, Bethlehem, Pa., December 31 and January 1.

Features of the meeting include a demonstration of multisensory aids, sections for teachers of junior and senior high school mathematics, and sections on the training of teachers of mathematics.

Philosophy of the Adult Family Life Program

To a greater degree, perhaps, than ever before, there is today a need for a healthy, disciplined cooperative body of citizens, possessed of attitudes and abilities essential to the preservation of those values which we think of as "our American way of life." The development of such a body of citizens does not just happen.

Scientific research through the past few decades has made increasingly clear the fact that personality in its broadest sense is largely the result of early family life experience. What happens to the child during his earliest months and years affects profoundly his life-long health, emotional stability, attitudes, and social adjustment. The child is, indeed, "the father of the man"; he is also the product, primarily, of his family environment.

The achievement of a wholesome family life is greatly complicated today by rapid social change, which has drastically altered the pattern of home living. The pressures of our complicated society are creating for families new and confusing problems. These pressures, coupled with a lack of adequate understanding of developmental needs, result in many casualties, costly in both money and human welfare—divorce, preventable illness, retardation in school, vocational inefficiency, delinquency, and crime.

Fortunately, scientists have placed in the hands of educators data which, if made available in usable form to parents and prospective parents, will aid them greatly in meeting the needs of families. A major purpose of the State family life education program is to provide more opportunities than are otherwise available for adults and young people to study their problems in the light of the newer understanding of personality needs.

A second purpose is to give assistance to communities as they seek to undergird family life through the evaluation and improvement of the local resources which serve the family. Such programs of group study and action are based upon the growing understanding that the community or the nation which develops its human resources is building its own security. *Excerpt from the 1941 report of the Adult Family Life Consultant, Idaho State Board for Vocational Education.*

Defense and America's Children

*By John Lund, Member Joint Planning Board
for Day Care of Children*

★★★ The all-out defense production and armament program to which the people of America have committed themselves is a stern and relentless taskmaster. It has inevitably complicated and intensified many of our social and economic problems and has already resulted in serious dislocations. Population upheavels, the closing of some nondefense factories, the development of huge defense industries in areas primarily rural, the organization of the greatest peacetime Army and Navy in all our history, housed in huge cantonments and bases, have all brought an intensification of the problem of providing education, health and welfare service for the children of America.

The need for the defense of America thus threatens at some points to undermine the strength and stability of the very things we seek to defend, the integrity and security of family life, and the right of every child to education, health, and happiness. Without these essential foundations our American way of life would be radically changed. Economic dislocations can and must be endured. Their endurance is a part of the price we must pay. Social dislocations, and especially those affecting the education and lives of children, cannot be endured for long without destroying the very basis for all that is worth defending.

So already the town of Y with its population of 18,000, which suddenly found itself next to a military post with a military personnel of 75,000 and an increase of 35,000 civilian population, seeks help through Federal grants to equip and staff new schools. Already intensive efforts are under way to provide decent housing for these thousands of new families. Yet in towns like this children are playing in the streets, in alleyways, and on private property, surrounded by hazards and with no supervision. Here can be seen tiny tots of

preschool age playing in the trailer-camp grounds because crowding and congestion make more normal family life impossible. The city of X, where practically every available woman in the community is being employed in a munitions plant, is experiencing the dangers of leaving children completely unsupervised or indiscriminately placed with neighbors or friends or perhaps "parked" with someone who has set up a mushroom "nursery school" or "nursery," without concept of standards or accredited competence for the task. Reports even tell of parents leaving children in locked cars while the mother is at work. In another community they already speak of "door key" children, who roam about with the home door keys tied around their necks.

Day Care of Children

Reports of conditions such as these led the Children's Bureau to call a conference on July 31-August 1, 1941, to consider what could be done in connection with one serious aspect of the problem, the day care of children of working mothers. This conference included representatives of health and social welfare agencies, both public and private, public-school and college educators, labor organizations, women's organizations, various Federal agencies, and representatives of large lay organizations. This conference, recognizing the extreme importance of our national defense, emphasized that every effort should be made to strengthen family relationships and to provide desirable programs for the care of children.

Following agreement on a set of general principles related to basic purpose and operation the conference provided for the appointment of a number of subcommittees to study problems of Federal-State responsibility, community planning, standards and services for day care, and recruiting and training of personnel. Subsequent meetings

of these various conference committees have laid the ground work in principle for effective approaches to these problems in the communities and areas affected.

Another equally important outcome of this conference was a recognition of the necessity for coordinating the interests and activities of the three Federal agencies most directly concerned with important aspects of the problem of day care of children in this emergency. It was recommended that ways and means be found to enable these agencies to develop a working arrangement for pooling their resources and their experiences. This led to the formation late in September of an inter-agency committee known as the Joint Planning Board on Day Care of Children. This board is made up of representatives from the professional staffs of the Children's Bureau, the Work Projects Administration, and the U. S. Office of Education. A joint statement of purpose and plan was developed and has been announced to State and National leaders, agencies and associations concerned with education, health and welfare programs, and activities. The text of that statement follows:

The defense program has intensified the need for day care of children whose mothers are employed or who come from homes or communities where conditions of one sort or another make supplementary or substitute care necessary. It is to be expected that the number of children needing such care will increase. The resources of such agencies as are now providing various services for children are already heavily taxed and they are finding it difficult to comply with the increasing number of requests for extended services. This suggests the need for the greatest possible coordination of effort on the part of agencies having an interest in this field.

Therefore, as a means of effecting such coordination among the Federal agencies most concerned, the Children's Bureau, the Office of Education, and the Work Projects Administration have organized an informal joint planning board made up of two representatives from each of the three agencies. This group is called the Joint Planning Board for Day Care of Children.

As used by the Joint Planning Board, the term "day care of children" embraces such education, health, and welfare activities as nursery schools, nurs-

ery centers, day nurseries, homemaker's service, and other similar activities which may be developed to meet emergency needs.

It is intended that the Joint Planning Board will (1) plan steps which the three agencies can take to help the States to meet needs as they occur, (2) consult and advise concerning maintenance of accepted standards of day care, especially under emergency conditions, and (3) give assistance and counsel in developing various day care services as these are needed in relation to the defense emergency.

In order that it may serve effectively, the board needs information concerning new or intensified needs for day care, statements concerning situations making such care necessary, descriptions of ways in which it is being provided or planned for, and particularly accounts of steps being taken to coordinate services in providing this care.

Role of Schools

What can be said concerning the role of the schools in relation to the problems of day care of children in this emergency? First, that it will be no new experience in many communities for the schools to recognize and to play an effective part in the many differing, yet related, efforts which must be intensified as conditions become more serious. Hardly a proposal has been advanced which does not at some point and in some way call upon the school for cooperation and service. The possibilities for expanded activity and extended cooperation by our public schools are increasingly being understood and acted upon by administrators and teachers.

For several years the public schools have been building a valuable body of experience as they have sponsored, housed, and supervised programs of education for family living, nursery schools for children from underprivileged homes, playgrounds, adult education and community recreation, hot lunches, and toy-lending libraries. They have been learning many valuable lessons in the utilization of facilities of all kinds. They have been learning how creativeness and resourcefulness are just as necessary as funds in providing these services; above all they have been growing in their appreciation of the possibilities for service by and through the school as an integral part of the life of the

community. Of course these lessons have not been universally learned, but much progress has been made.

Possibilities for Action

Among the many things that schools can do as communities face intensified problems of day care for children the following emphases and possibilities for action seem especially pertinent:

1. Leadership and participation in community and regional study, planning and implementation of programs, and services related to the care and supervision of children in all dependent age groups—pre-school, in-school, and out-of-school.

2. Expanded provisions for health education and supervision especially for children entering and leaving school.

3. Careful enforcement of compulsory attendance laws.

4. Expanded use of facilities for continuity of service to in-school children throughout the day at the same place, such as provisions for lunch and after school activities of a leisure time and recreational character. Some schools are experimenting with a longer mid-day period for physical education, leisure time and recreational programs, in and out of doors. Rescheduling of professional personnel and expanded use of volunteers in training are possibilities. The reorganization of the school day with a better balance of activities for pupils and teachers.

5. Expanded use of school plant, grounds, and facilities after school, evenings, week ends, holidays, vacations, have had many successful demonstrations in cooperation with other community agencies, organizations, and groups.

6. Utilization of vacant schoolrooms and buildings for housing nursery schools and day care centers in cooperation with community efforts to make such provisions. Contributions of space, heat, light, equipment, and custodial service have all been provided in many communities in cooperation with programs of the Work Projects Administration. Other community resources would provide personnel and other services. This could be done through expanded opportunities for parent edu-

cation in cooperation with parent groups.

7. Cooperation in the recruitment and training of volunteer workers in child care.

8. Development and expansion of public-relations programs directed to building greater community understanding of the needs of children and the possibilities of coordinated action in carrying out child defense programs.

Reports of Program

The U. S. Office of Education plans to release, from time to time, reports of progress from the field, together with additional suggestions which may be helpful to schools and school systems. It is to be hoped that reports of this type may be received from the States together with suggestions of ways in which this Office can be most helpful.



Medical Personnel Service

Director of Defense Health and Welfare Services McNutt recently announced the establishment of a Procurement and Assignment Service to coordinate various military and civilian demands on the nation's medical, dental, and veterinary personnel.

Functions of this new service are stated as follows: "(1) To receive from various governmental and other agencies requests for medical, dental, and veterinary personnel. (2) To secure and maintain lists of professional personnel available, showing detailed qualifications of such personnel. (3) To utilize all suitable means to stimulate voluntary enrollment, having due regard for the over-all public health needs of the Nation, including those of governmental agencies and civilian institutions."

At the first meeting of this new service, "subcommittees were established to consider problems and interests of hospitals, industrial health, dentistry, medical education, Negro physicians, veterinarians, public health, and women physicians," according to announcement through the Office of Government Reports.

Consultant Service of the Library of Congress

by Walton C. John, Senior Specialist in Higher Education

★★★ The Library of Congress renders a great variety of services which are of educational and cultural importance to the American people.¹ It was founded in 1800 for the main purpose of serving Congress, the Government, research faculties as well as the general public.

During the 141 years of its existence the Library of Congress has become one of the largest and most important libraries in the world. Statistics seem to indicate that it is now the largest with its 6,349,157 printed books and pamphlets, 1,459,995 maps and charts, 1,598,776 volumes and pieces of music, and over a half million prints as well as innumerable manuscripts and uncataloged materials. It has become indeed the national library because of its close co-operative relations with the many libraries throughout the country.

The Library is administered under direction of Archibald MacLeish who was appointed Librarian of Congress by President Roosevelt and took office October 1, 1939 succeeding Herbert Putnam who became Librarian Emeritus. The Library includes the following major units: The Reference Department including the consultant and other research services, the Processing Department, the Administrative Department, the Law Library, and the Copyright Office. Under the Reference Department are the various collections which are administered by the following divisions and services: The Aeronautics Division, the Bibliography Division, the Division of Books for the Adult Blind, the Documents Division, the Fine Arts Division, the Hispanic Foundation, the Legislative Reference Service, the Manuscripts Division, the Maps Division, the Music Division, the Orientalia Division, the Periodicals Division, the Photoduplication Service, the Rare Book Collection, the Service for the Blind, the Semitics Division, the Slavic Division, the Smithsonian Division, the



Hispanic Room.

Union Catalog. The Reference Department also has charge of the reading rooms and had an official representative in France until last December.

Consultant Service

It is evident that the efficient use of these vast collections and services would require an organization especially qualified to select and appraise the various items. This is being accomplished in large measure through the Consultant Service, making it possible for scholars to obtain a maximum of effective assistance from the Library.

The body of consultants includes two classes: those that belong to the permanent library staff and those that are appointed on a temporary basis from the outside.

Under the direction of R. D. Jameson, Administrator of Consultant Service, are the following fields each under a consultant or honorary consultant:

Arrangement and use of the public catalog, economics, Hispanic literature, Islamic art and archeology, poetry, political science and public administration, care of manuscripts and parchments, classical literature, classification, international law, Japanese law, library practice, military history, musicology, paleography, presidents' bookshelf, Roman law, sociology, use of printed catalog cards, project F, development of Indic studies, census library project, radio research project and Slavic studies.

The consultants that are on a temporary or part-time basis are designated fellows of the Library of Congress in residence and associate fellows. This phase of the service is the result of the reorganization of the Consultant Service in 1940. The Fellowship program is the core of the new program. The two groups in a sense may be considered as a faculty that assists in the scientific development of the collections, gives expert advice on highly specialized fields of knowledge, and serves as contacts between the resources of the Li-

¹ The writer is greatly indebted to Dr. R. D. Jameson, Administrator of the Consultant Service, for data which are the basis of this article.

brary and those carrying on intensive research. The new fellowships have been made possible by a grant from the Carnegie Corporation made in the spring of 1940. The fellows are young scholars and specialists who are actively engaged in teaching and research, who are well acquainted with library problems of their own institutions and are prepared to become acquainted with the collections and methods of the Library of Congress. They are selected with the view to criticizing the holdings of the Library with judgment and perspective. The fellows of the Library of Congress in residence are appointed for 1 year. They are on leave of absence from the institutions to which they belong. They receive a full-time salary from gift funds administered by the Library.

Their specific duties involve the following:

- To survey and criticize the collections in the Library;

- To recommend acquisition of items in their respective fields;

- To improve the accessibility of the service;

- To extend the knowledge of the materials in the Library of Congress;

- To recommend an acquisition policy, taking into account the position of the Library of Congress in relation to other libraries.

After the termination of their "fellowships in residence" the fellows, on invitation of the Librarian of Congress, may become fellows of the Library of Congress.

The first fellows in residence to be

named, with their fields of activity, are as follows:

Richard H. Heindel, of the University of Pennsylvania. He has surveyed the collections in modern European history.

Edward P. Hutchinson, of Harvard University. He has given attention to the holdings of the Library in population literature.

Jerrold Orne, of the University of Chicago. He has given attention to the Library's collection in Italian literature.

William E. Powers, of Northwestern University. He has surveyed and evaluated the geology collection of the Library.

Francis J. Whitfield cooperated in reorganizing the Slavic collections.

Alexis St. Léger Léger has been surveying the Library's holdings in French poetry.

These fellows in residence have now terminated their year's residence and have become fellows of the Library of Congress.

There are 11 associate fellows who are working in the following fields:

American history, Donald Mugridge; Central European problems, Albert C. Schwartz; education, Max Lederer; European labor problems, Otto Neuberger; folklore, Benjamin A. Botkin; medicine, biology, etc., Morris Leikind; medieval history, William J. Wilson; Pacific Basin, Henry H. Douglas; radio, Jerome B. Wiesner; science, Rufus Suter; Spanish, Carmel Sullivan.

For the year 1941-42 the Librarian of Congress has named four new fellows in residence. The fields covered by these scholars include the following: Naval history, naval technology, and contemporary European history; folklore and Americana; chemistry; and technology and library science.

A Letter to Parents

As a part of the school health service program of the Nashville, Tenn. public schools, the following letter went out to parents before the new term, from Director R. K. Galloway, M. D.:

"We are looking forward to seeing your child enter school. I am sure it will be a happy experience. You can help make it pleasant by suggesting some of the new experiences he will have there. Be honest with him, as he will look for the things in school you lead him to expect.

"During the preschool period the foundation of physical and social adjustment is laid. The child's development and attitudes at this time largely determine his reactions toward school life. Accustom the child to association with other children before he enters school as much as possible.

"I hope your child is able to take care of his ordinary personal needs, as putting on and off wraps and attending to his toilet habits. Please begin teaching him safety practices, particularly the importance of obeying traffic lights and of looking both ways before crossing streets. I am sure you are guiding him to rely on himself as much as possible. Though you will continue to do many things for him, you will begin to withdraw your protection and he will assume more and more responsibility for his actions. He can learn to do only by doing. Although he will make many mistakes, this is necessary if he is to become a self-reliant individual.

"Do not be overconcerned about your child's weight or size. His build depends mostly on inheritance traits, and children differ individually in size and rate of growth. Give him opportunity for growth in the way of a general diet and plenty of sleep. I heartily recommend that you have the child examined by your physician and follow his directions as to the correction of defects which he may find. If all of our children could enter school free of defects, they would be absent from school much less and could progress much faster with their school work.

"Do not forget to take him to the dentist for a check up on his teeth.

(Concluded on page 119)

Library of Congress Annex—view from roof of U. S. Supreme Court Building.



Ninth Biennial Conference

by Mary Dabney Davis, Senior Specialist in Nursery-
Kindergarten-Primary Education

★★★ Facing the present emergency which is affecting the welfare of preschool children, the 1941 conference of the National Association for Nursery Education placed its emphasis upon conservation of childhood as the first line of national defense. Because of the wide range of professional work represented among its members the association approached the problem of child conservation from the general directions of healthful living, education and guidance, family and community welfare. Attention was given to specific services needed by children and by the youth and adults responsible for conserving the growth of young children today.

Twenty-eight study groups were provided in the conference program to give everyone an opportunity to take an active part in discussions. For each group the periods for discussion were supplemented by a directed excursion to related centers of interest. These included child-guidance centers with their systems of tests, records and service for correction of behavior, speech and physical difficulties; to children's museums and recreation centers; to day schools and to institutions providing 24-hour care in both suburban and crowded city districts; and to housing projects with their provision for nursery schools and supervised play groups for families having low incomes.

General sessions of the conference directed attention to the theme underlying the program—*Life, Liberty and Happiness for Children Now*. For the opening assembly Bess Goodykoontz, Assistant U. S. Commissioner of Education, pointed first to the struggle of our Nation for its "bill of rights" and then described steps in the development of children's inalienable rights to be individuals, and to be protected during the

stress of current emergencies. Topics for other general group meetings included the making of research findings useful to those concerned with young children, the place of religion in the life of the young child, childhood needs in relation to community resources, and education for free men. Under the last topic Horace Kallen traced historically the stages in man's progress from physical and mental captivity toward inner freedom and discussed the responsibility of education to develop "freemen" capable of serving the Nation as a habit of life.

Topics for the discussions included many phases of community planning for the well-being of its young children; leadership training for those able to survey children's needs and bring together the necessary resources to supply the needs; interpretations of nursery education to the community; experiences for children in art, music, language, literature, science, and with different types of play equipment; the use of research findings in motor, social and emotional development and in "deep" and "normal" problems; provisions for healthful living through adequate diet and physical care; special provisions for young children in family life, in methods of guidance at home and in nursery school, in schools for the handicapped and in local and national planning; and guiding principles and standards for group care of children.

Commentators' Reports Summarized

Reports from commentators appointed for each of the discussion groups were summarized by Alice Keliher as an interpretation of the conference as a whole. In several instances changes were noted between emphases of former conferences and the one just held in Detroit. In other instances current needs were dis-

cussed. Among contrasts drawn to show current emphases were the following:

More concern for giving each child an opportunity to develop his own individuality rather than impose patterns of behavior upon them; a growing appreciation that nursery education should stimulate children to think individually as well as to conform to routines of the day's program; more recognition of increased responsibility for child guidance resulting from the small increase in numbers of children compared to the lengthened life of adults; a closer coordination of the work of agencies serving young children; and a mounting interest in basing changes in local and national life upon stated principles of action.

Current needs that were stressed considered care for *all* young children throughout the Nation. These needs included the following:

The need to regard the whole program of nursery education as a matter of national defense and for the Association to participate in national defense programs affecting young children; the need for adults to learn, with greater humility, the ways of relating their individual interests and activities to those of others and of removing barriers to cooperation that may exist among organizations interested in similar types of work; and a need for more group action in mobilizing resources and in maintaining the long labor for liberty.

Among the 600 people attending the conference were representatives of about 40 different organizations concerned with the welfare of children. Thirty-nine States and the District of Columbia, Uruguay, South Africa, and Australia were represented. Grace Langdon, WPA Director of Family Life Education completed her term of office as president and is followed by Amy Hostler, dean of The Mills School in New York City. Other incoming officers are, for vice president, Mrs. Rose H. Alschuler, director of the Winnetka, Ill. nursery schools and for secretary-treasurer, Dora Louise Cockrell, the State supervisor of WPA nursery schools for Missouri.

SCHOOL LIFE—1 year, \$1

Order from Superintendent of Documents
Washington, D. C.



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, *Editorial Assistant*



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● *The Evolution of the Oil Industry*, a new educational motion-picture film prepared by the Bureau of Mines in cooperation with one of the large oil companies, has just been released by the Bureau of Mines.

Starting with scenes depicting episodes from the Bible in which petroleum pitch or bitumen was used, the film tells a comprehensive story of the petroleum industry which moves rapidly to the Western Hemisphere with scenes of American Indians, and later white men, finding beneficial uses for rock oil. Progress in oil well drilling is followed across the prairies to the waters of the Pacific Ocean. (See illustration.)

Copies of the film in 16-millimeter size (sound) are available for exhibition by schools, churches, colleges, civic and business organizations, and other interested groups. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 3800 Forbes Street, Pittsburgh, Pa., and should state specifically that the borrower is equipped to show sound films. No charge is made for the use of the film, although the exhibitor is expected to pay for transportation charges and for loss or damage other than normal wear and tear.

● Four new defense and regional adjustment film strips, prepared by the Bureau of Agricultural Economics and the Extension Service of the Department of Agriculture, deal with the impact of the defense program on agriculture, taking up briefly the most acute problems of each area and pointing out needed adjustments of land and people.

These strips are available in single and double frames and can be purchased from the Photo Lab, Inc., 3825 Georgia Ave. NW., Washington, D. C., at the prices indicated.

605. *Defense and the Farming South*. 39 frames, 50 cents; double frame, \$1.

606. *Defense and the Northern Dairy Region*. 38 frames, 50 cents; double frame, \$1.

607. *Defense and the Farming West*. 31 frames, 50 cents; double frame, \$1.

608. *Defense and the Corn Belt*. 35 frames, 50 cents; double frame, \$1.

● The *Minerals Yearbook* (1941 edition), prepared by the Bureau of Mines, contains the most comprehensive data ever assembled on production, stocks, distribution, trade, and consumption of metals, nonmetals, fuels, and



Courtesy, Bureau of Mines

Oil wells in Pacific Ocean near Santa Barbara, Calif.

mineral products. Written and edited by nationally known authorities in the field of mineral economics and technology, *Minerals Yearbook* is replete with information essential to the mineral industries and national defense. This 1,459-page volume is available from the Superintendent of Documents at \$2 a copy in the United States and Canada.

● *Defense*, the official weekly bulletin of the Office of Emergency Management, reports on the activities of the Office of Production Management, the National Defense Advisory Commission, the Defense Communications Board, the Division of Scientific Research and Development, the National Defense Mediation Board, the Defense Aids Reports Division, and the Division of Civilian Defense, as well as on the activities of the Coordinators of Defense Housing, of Health and Welfare, and of Commercial and Cultural Relations Between the American Republics, and of the Administrator of Prices and Civilian Supply.

Subscription rates by mail: 75 cents for 52 issues; 25 cents for 13 issues; single copies, 5 cents. Money orders should be made payable directly to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

● Simple emergency measures which are readily available may add to the comfort of an injured person while waiting for a physician to arrive, and in some instances may contribute to the saving of a life. The United States Public Health Service has prepared an illustrated booklet entitled *Until the Doctor Comes*, Miscellaneous Publication No. 21 (10 cents), which tells what to do in an emergency, as in the case of shock, dog bite, insect sting, suffocation, and injuries due to heat and cold.

● The official master map of the United States, 7 feet long by 5 feet high, shown on page 51 of the November 1941 issue of *SCHOOL LIFE*, has been brought up to date by the General Land Office after more than 2 years of research.

For the first time, the location of the 57 Federal Grazing Districts established in 10 Western States for the conservation of livestock raising facilities on 142,000,000 acres of the public domain are indicated as well as Grand Coulee and Boulder Dams and other man-made elements added to the national defense and economic resources of the United States under the program of the Bureau of Reclamation; and the scope of several new national parks, monuments, and historic sites.

Preparation of this master map has been the continuing task of the General Land Office since the issuance of the first edition in 1880 in response to specific instructions of Congress. The only publication of its kind assembled by legislative mandate, its details have been carefully revised every 2 years since that date.

Copies of the new map mounted on canvas sell for \$3.50 each.

● Some phase of the work of the United States Merchant Marine is treated in each of the following publications of the United States Maritime Commission:

General Information on the United States Maritime Service, an illustrated 19-page pamphlet on the work of this Government agency, and *Cadetships in the Merchant Marine of the United States*, which contains general information for applicants and regulations governing appointments.

Free copies of each of these publications may be had by writing to the United States Maritime Commission, Washington, D. C.

School Facilities in Defense Areas

by H. F. Alves, Senior Specialist in State School Administration

★★★ In the early stages of development of the national defense program the need for family housing facilities was recognized by Public Law 849 (76th Cong.), "an act to expedite the provision of housing in connection with national defense and for other purposes." This act also recognized the need for "community facilities" by a limited provision setting aside not to exceed 3 percent for such facilities, including schools.

Recognition is further evidenced by Senate Resolution 324 (76th Cong.), calling upon the Secretary of the Navy and the Secretary of War "to make a full and complete study and investigation of all school facilities at or near naval yards, Army and naval reservations, and bases at which housing programs for defense workers are being carried out or are being contemplated." Specifically, three questions were asked relative to these areas; namely:

(1) Whether such housing programs would necessitate additional school facilities;

(2) Whether the communities adjacent to or near such reservations and bases are financially able to provide such additional facilities if needed; and

(3) Whether the Federal Government should provide such additional facilities, irrespective of the financial ability of the community.

Preliminary Study of Needs

Following requests from the Secretary of the Navy and the Secretary of War for the U. S. Office of Education to make the study called for by Senate Resolution 324, plans for a preliminary study were formulated with the assistance of interested Federal agencies and State departments of education. The study included all local areas affected by activities of the national defense program—not only those "at which housing programs for defense workers are being carried out or are contemplated."

The Office of Education sent to State superintendents and commissioners of education a form and instructions for

collecting information for evaluating the adequacy of existing school facilities and for preparing estimates of facilities needed to accommodate children of school age of personnel connected with projects essential to the defense program. Representatives of the chief State school officers cooperated with local school authorities in obtaining the information. In brief, the inquiry form sought the following information:

(1) The number of additional pupils that could be accommodated by existing school facilities;

(2) The number of additional families and children of school age estimated in terms of available information on proposed family housing facilities;

(3) Needed school plant facilities for the increased school population;

(4) The number of additional teachers required;

(5) Estimated amounts of funds needed for:

(a) School plant facilities, including school sites and equipment;

(b) Transportation equipment required for transporting pupils to and from existing public schools not within walking distance as defined by State law;

(c) Operation and maintenance of the aforementioned plant and transportation facilities; and

(d) Salaries of teachers and other instructional costs.

Findings of Preliminary Study

The U. S. Commissioner of Education's *Report¹ on School Needs in Defense Areas* based on this cooperative study, shows—

There is an imperative need in many localities for additional school facilities to accommodate children of personnel connected with projects essential to the national-defense program;

School-plant facilities should be programmed and built at the time that family housing facilities are programmed and built;

Most local school administrative units at or near these defense areas

cannot possibly during the current school year, and probably not during the next school year, provide the required school facilities; and

Equity demands that the Federal Government assume responsibility for providing educational facilities for the children who are suddenly removed into communities in defense areas, few of which can provide adequate school facilities for them.

Information reflecting financial ability of local school administrative units in these areas indicates that in the main these units, because of existing legal limitations on bonded indebtedness for school purposes, cannot provide funds for capital-outlay purposes. It is common practice to derive funds for capital outlay through the issuance of bonds by local school administrative units. These units must conform to limitations regarding maximum bonded indebtedness that may be incurred for school purposes and to the maximum local tax on property that may be levied for interest on and redemption of such bonded debt.

Individual area reports show that in most cases local school administrative units involved find it impossible to obtain additional funds for current expenses. These local school units generally must conform to legal limitations regarding the local tax rate that may be levied for current expense for public schools. Obviously a reduction in the property subject to taxation within a local school unit reduces the income of that unit. This results when property is acquired by the Federal Government. Furthermore, local school administrative units must conform to stipulated budgetary procedures. These procedures prevent local units from increasing their respective budgets after a date fixed by law. In some instances public-school authorities have no recourse in the matter of obtaining increased local funds because the additional children live on property of the Federal Government or of a private industrial concern not a part of but ad-

¹The report and recommendations with supporting tabulations are incorporated in Senate Document 20 (77th Cong.). Senate Document 20 transmitted the Commissioner's report to the U. S. Senate in response to S. Res. 324.

joining the local school administrative unit involved.

In his official report¹ the U. S. Commissioner of Education recommended the following plan for paying the cost of school needs in defense areas:

(1) For children residing on *public* property the Federal Government should bear the cost of required capital outlay and current expense except that when such property is liquidated, a pro rata part of the cost should be assumed by the local school administrative unit or units involved.

(2) For children residing on *private* property *not subject to immediate taxation* the Federal Government should lend to the local school administrative unit the required funds for capital outlay and current expense that cannot be derived locally until the property in question appears on the tax rolls, except that during the nontax producing period the Federal Government should pay, in lieu of taxes, its pro rata part of the current expenses.

Legislation

Hearings on H. R. 3570, calling for "community facilities," including schools, were held in March 1941 by the House Committee on Public Buildings and Grounds. In April, the chairman of this committee reported out H. R. 4545 "to provide for the acquisition and equipment of public works made necessary by the defense program." This bill defined "public work" to mean "any facility useful or necessary for carrying on community life" and states "but the activities authorized under this title (Title II) shall be devoted primarily to schools, water works, works for the treatment and purification of water, sewers, sewage, garbage, and refuse disposal facilities, public sanitary facilities, hospitals, and other places for the care of the sick, recreational facilities, and streets and access roads."

H. R. 4545 was passed by the House of Representatives May 9, 1941, and was referred to the Senate Committee on Public Buildings and Grounds. Hearings were held by the Senate committee on May 19 and 20, 1941, and on June 9 the committee reported the bill with amendments. It was passed by the

Senate on June 12, but rejected by the House on June 19. After submission to conference, the House finally adopted H. R. 4545 with Senate amendments and the Senate accepted it on June 27, 1941. H. R. 4545 authorized the appropriation of \$150,000,000 for "public works," as previously defined, and became an amendment to P. A. 849, which provides Federal funds for family housing for defense workers. H. R. 4545 became Public Law 137 (77th Cong.) and funds to implement its provisions were made available.

Administration of Public Law 137

The Administrator of the Federal Works Agency is designated as the Administrator of this act. Applications for Federal funds authorized under its provisions are filed by local school authorities with the regional offices of the Defense Public Works Division of the Federal Works Agency. In a region priorities are determined with the assistance of a committee composed of the Regional Director of the Defense Public Works Division, the Regional Director of the Office of Defense Health and Welfare Services, and representatives of the National Resources Planning Board, State planning boards, and defense councils as well as of education, health, and recreation. The applications referred to are forwarded by the Regional Directors of the Defense Public Works to their Washington office for final review. Applications for Federal financial assistance from Public Law 137 for school facilities are submitted by the Defense Public Works Division of the Federal Works Agency to the U. S. Office of Education for "certificates of necessity" setting forth and substantiating the needs for school facilities, including building facilities as well as current expense requirements. These serve as bases for approval or disapproval of projects applied for. Final action as it relates to approval or disapproval of projects is recommended by the Bureau of the Budget for the President.

Activities of the Federal Government in its defense program have caused an unprecedented migration of personnel to Army, naval, and industrial establishments. In many of the localities ex-

periencing this condition essential community services, including schools, are not available and in most instances cannot be made available by the local governmental entities. The need for additional school plant facilities as well as the need for possible Federal financial assistance can be known only through first-hand knowledge acquired through field work. Experience to date pointedly shows that the need for additional school facilities because of the defense impact is changing from day to day. To assist local and State educational authorities in determining the adequacy or inadequacy of existing school facilities in defense areas, the U. S. Office of Education has a staff of senior specialists on school facilities working out of the offices of the Regional Directors of Defense Health and Welfare Services. When visiting a local defense area for the purpose of determining actual school needs, these representatives of the Office of Education are accompanied by representatives of State departments of education.

Every possible effort is put forth in this field work to attempt to project additional physical plant facilities in accordance with current practices in the locality and in the State and in accordance with long-range plans. Emphasis is placed upon such analyses of the local situation as will reflect, first, the likely needs for the defense area involved and, second, the possible needs for each of the local school administrative units in this area. Furthermore, in evaluating the adequacy of existing school facilities to serve the increased needs on account of defense activities, the ability and effort of the respective local school administrative units involved as well as the existing legal limitations relative to assumption by these units of additional obligations for capital outlay purposes, and other similar factors are considered. Obviously this program of evaluation also takes into consideration available funds for school purposes from all regular sources. Possible State emergency aid is a factor in several States.

With the determination of the likely influx of school population chargeable to defense activity a plan is coopera-

(Concluded on page 120)

¹ The report and recommendations with supporting tabulations are incorporated in Senate Document 20 (77th Cong.). Senate Document 20 transmits the Commissioner's report to the U. S. Senate in response to S. Res. 324.

Selective Assignment in the CCC

by John E. Waller, District Educational Adviser, CCC

★★★ Helping youth to find himself has been a major objective of the Civilian Conservation Corps since its inception. A plan to assist the prospective enrollee to ascertain his interests and aptitudes, correlated with a plan to assign him to a camp where the training program is in line with his interests and abilities has now been under way in southern California for some 2½ years.

The first concrete effort to develop these plans was made more than 2 years ago. Previous to that time the common practice was to assign the boys to the camps with little regard to the type of training available at the camp or the personal aptitudes, interests, and previous experience of the enrollees concerned. CCC applicants were enrolled in groups, and those first in line were assigned to the first camp on the list. Consequently the enrollee had little choice as to the type of work he would do or the training he would receive while he was enrolled in the CCC. During the first years, when the great aim of the CCC was to provide the bare necessities needed to sustain life in hundreds of thousands of hungry, ill-clad, unemployed youth, this did not appear to be so important. But later the value of the corps as a training organization was so apparent that it became imperative to devise a workable system of selective assignment if the full potentialities of the corps were to be realized.

Previous experience had shown camp officials the futility of attempting to train CCC enrollees in a vocational subject in which they had neither interest nor aptitude. Any attempt to force such training upon them often resulted in the development of antagonisms within the men toward the subject. The CCC educational program, noncompulsory as it is, must depend upon the interest it creates in the enrollees for its drawing power and for its suc-



Manual dexterity tests being administered to a group of applicants.

cess. If interest is not there, neither is attendance.

It developed that in many camps there would often be only two or three members of the company in regular attendance in the algebra class, the woodshop, or the auto mechanics class. In a district of 4,000 or 5,000 enrollees it was assumed that there were many more who would be glad of the opportunity for special types of training. The difficulty was that in many cases they were scattered throughout the district in camps which had no algebra courses, no woodshop, no auto mechanics training.

This situation led to the development in the Los Angeles district of an extensive preselective assignment plan which has been used with success since July 1939.

Systematic Study

The plan is based upon a systematic study of all camps in the district relative to the courses of instruction that

each is best qualified to offer. For instance, one camp is located adjacent to a large CCC automotive repair shop in which a crew of enrollees is assigned as helpers, thus providing an excellent opportunity for vocational training in auto mechanics. Another camp, especially equipped for aircraft sheet metal work, offers a 200-hour course for specially selected enrollees, with graduates of the course being employed by the aircraft industry. A third camp is located near a junior college, which provides regular college credit for work completed by eligible enrollees. This college, besides opening its shops, classrooms, and laboratories to the enrollees of the camp in its day-school program, sends its regular college instructors into the camp for evening classes. Other camps are especially equipped to offer training in the operation, repair and maintenance of heavy equipment, radio maintenance and operation, carpentry, cooking and baking, forging, welding, and many other subjects.

In addition to the specialized vocational training subjects, not more than two or three of which are offered in any one camp, each camp in southern California is affiliated with a high-school district to the extent that the camp is a branch high school with regular credentialed teachers offering credit toward graduation. This has made it possible to concentrate on the vocational training aspects of the situation rather than the academic so far as selective assignment is concerned.

After the facilities of the district had been determined, the next step was to devise some means by which CCC applicants could be "earmarked" at the time of selection and later assigned to those companies in which their own aptitudes and capabilities could best be realized. The big problem was to determine the aptitude, ability, and interest of each enrollee *before* actual enrollment. To take the applicant's word for what he wanted to do was unsatisfactory because too many of them were uncertain where their aptitudes and interest lay, with the result that a large percentage changed their minds as to the type of training they desired after they had been in camp for a month or two. It was necessary to delve further into the applicant's background than was revealed in his statement of what he wanted to do.

This information is available from three sources: The applicant's parents, officials of the school attended by the applicant, and the applicant himself. School officials made it possible to study the applicant's records, to find those subjects in which considerable interest and ability had been shown, and also those subjects that had been distasteful or difficult. School records, for instance, revealed that one lad had failed in mathematics and Spanish and had bare passing grades in his other academic subjects, but he had set the pace in his auto mechanics class. The importance of such information in attempting to assign a particular applicant to a suitable camp for vocational training purposes is evident.

Data From Schools

Data of this kind are secured from the schools in two ways. First, the Los Angeles CCC District has a working



Interviews following the initial test.

agreement with many southern California principals, counselors, and teachers who make recommendations relative to the type of training they believe their former students to be best fitted for. Second, a form letter requesting information as to the subjects in which the applicant did his best and his poorest work, a character evaluation and other pertinent information which was devised by the Los Angeles County selecting agent, is sent to the schools attended by the applicants. Additional information is secured from parents by staff workers from the office of the county selecting agents.

With this information in hand, the applicants are called for personal interview at the office of the selecting agent several days before they are to be enrolled. There they are subjected to personal interviews and a battery of tests administered by the district educational adviser and a staff of camp advisers, supplemented by other personnel from nearby camps. Ordinarily between 200 and 300 applicants are handled by the group each day until the full county quota of replacements has been processed.

The first test given is one for general

ability, usually such a test as the Otis Self-Administering Test of Mental Ability, the Terman Test, or the California Test of Mental Maturity. These are required of all applicants.

Next, the advisers hold a short personal interview with each applicant to verify the information obtained from the schools, parents, and from the boy himself in order to place him in either the clerical or mechanical general classification.

Those tentatively placed in the mechanical group are now tested by use of mechanical aptitude tests such as the J. L. Stenquist Mechanical Aptitude Tests I and II, or the T. W. MacQuarrie Test for Mechanical Ability. If, in these tests, the applicant makes a high score he may be given such additional tests as the Minnesota Spatial Relations Test, the Minnesota Mechanical Assembly Test, or the Wiggly Blocks to aid in determining the degree of his special ability.

It should be noted here that an electric test scoring machine making the test scores available immediately was placed at the disposal of the district educational adviser by a local testing bureau. This bureau in cooperation

with the college of education of a local university has aided greatly in the development of this program.

The clerical group in a like manner is further tested by use of such tests as the Minnesota Vocational Test for Clerical Workers, Johnson-O'Connor's Number Checking and Word Checking, and Thurstone's Examinations in Clerical Work.

Then in the light of information obtained from parents and school officials, from test scores and norms, the applicants are reinterviewed in regard to their interests and their knowledge of the field in which they are interested. In many instances they answer questions for as many as three interviewers. When the interviews are completed, a round-table discussion is held by the examining staff and recommendations are made by the examining group to the selecting agency for special assignments to those camps which have the best training facilities in the particular fields for which the applicant seems best fitted.

Camp Determined by Three Factors

Thus the camp to which each applicant is assigned is determined by three factors: (1) The type of training recommended by officials of the applicant's school in the light of his past record; (2) the applicant's aptitudes and mental ability as indicated by tests; (3) the personal interest and desires of the applicant as revealed in his interviews.

For example, if an applicant has a satisfactory record in an auto mechanics training shop, if his tests indicate a strong mechanical aptitude, and if, during his interview, he revealed that he "liked to fool around with gasoline motors," then that applicant is "ear-marked" by the selecting agent for enrollment in a particular camp with an outstanding vocational training program in auto mechanics. The selecting agents' recommendations are followed by the district enrolling office without question.

In the same manner those camps having outstanding facilities for instruction in carpentry, photography, radio, cooking and baking, operation of heavy equipment, road construction, powder work, welding and forging, clerical work, and any of the other numerous

subjects for which training is available in the CCC, receive replacements whose personal interest and aptitude best fits them for each particular type of work.

A good example of the manner in which the Los Angeles preselection assignment plan has worked out is shown in the record of the Camp Vista class in aviation sheet metal, which was inaugurated coincidental with the selective assignment plan. Seven classes of 40 students each, totaling 280 enrollees, have enrolled in the course since its origin. Of this number, 248 completed the course and were subsequently employed by the aircraft industry.

Completion of the course is an essential requirement for employment, but the course is stiff, extending over a minimum of 200 hours, and those who fail to produce satisfactory work are dropped from the rolls. Without the aid of the selective assignment procedure, it would be practically impossible for an average CCC company of 160 men to provide sufficient qualified enrollees who could meet the educational and age requirements, to keep such a class going at full strength.

To enable CCC enrollees to receive the best training possible in the fields in which they themselves are most interested and best qualified, makes for more competent and skillful workmen and therefore a more efficient organization. The Government has spent large sums of money to provide equipment and instructors with which to conduct vocational training, and it is only reasonable to insist that an honest effort be made to open this training to those enrollees who will benefit most from it.



Defense Handbook Issued

The OEM announced publication of a 72-page handbook detailing the functions and administration of the various defense agencies within or associated with the Office. The handbook, designed for general reference, briefly outlines the development of the defense agencies, explains the authority under which each agency was created, describes its functions, and lists its staff. Copies of the booklet may be obtained from the Superintendent of Documents, Washington, D. C., for 10 cents each.

Letter to Parents

(Concluded from page 112)

Though most of his teeth that he has now are temporary, they should be kept in good condition. He needs them to chew with for some time. The permanent teeth will come in straighter if the temporary teeth are not lost too early. Children should begin going to the dentist at the age of 2½ years and make return visits every 6 months. The most important thing to do to have good teeth for your child is regular attention by a dentist.

"Provide time and place for rest and sleep, enough that he will not be tired and fretful. The cause for nervousness in most children who are so affected, is overfatigue. Their nervous system has been stimulated too much. They have not had sufficient time for recuperation.

"For the control of communicable diseases, have him immunized against those which your doctor recommends, and keep him away from ill children.

"I suppose you expect me to say a lot about foods and eating habits. On this subject I can be brief. Encourage your child to eat a general diet. The stomach needs some rest so food taken at the three regular mealtimes is generally sufficient. A simple between-meal feeding of fruit or milk may be allowed in the afternoon. The candy-eating habit should be discouraged and sweets be eaten as dessert at mealtime. Ordinarily the child needs no 'special' foods. Serve varied foods and take for granted that he will like them. Set the example of eating different things and he will follow suit. Do not force or even coax him to eat anything. If he does not wish to eat what you have prepared, politely excuse him till the next meal. Make that meal just routine matter-of-fact, and he will eat sufficiently.

"I know you are quite anxious for your child to have good habits—be polite, honest, play fair, etc. We adults try to impose some strict rules of conduct on our children. Sometimes we expect them to do certain things when they have had no similar experiences to guide their reasoning. Children are quick to catch on to these rules of so-

ciety. They learn readily what kinds of conduct are acceptable to and what things displease their associates. 'Taking turns' at play is a keystone of honesty taught by the group. Children adopt their habits in a very practical manner. They cannot be bamboozled or hoodwinked into following niceties. Only as parents and other associates whom he admires play the game squarely—being truthful, kind, sincere, and tolerant, will the child make these habits a part of his daily living.

"I wish for your child a happy entrance into school. I shall be delighted to see him at that time."



Civil Service Examinations

Positions in the Federal Service are open at the Armoured Force School, War Department, Fort Knox, Ky., for:

Senior instructors, \$4,600 a year.

Instructors, \$3,800 a year.

Associate instructors, \$3,200 a year.

Assistant instructors, \$2,600 a year.

Junior instructors, \$2,000 a year.

Following are the optional branches: Radial engines, internal-combustion engines, motorcycles, automotive (chassis less engine), radio operating, and radio electrical work.

Openings also exist with the Civil Aeronautics Authority for:

Senior flight supervisor, \$3,800 a year.

Senior ground school supervisor, \$3,500 a year.

Flight supervisor, \$3,200 a year.

Ground school supervisor, \$2,900 a year.

Assistant airway traffic controller, \$2,300 a year.

Necessary application forms may be obtained from the secretary, Board of U. S. Civil Service Examiners at any first- or second-class post offices, or from the U. S. Civil Service Commission, Washington, D. C.

Upon request to the U. S. Office of Education, Federal Security Agency, Washington, D. C., lists of its publications will be sent free.

School Facilities in Defense Areas

(Concluded from page 116)

tively projected for additional facilities required because of the inadequacy of existing facilities.

Within a given defense area, involving in many instances a number of local school administrative units, the inadequacies in a given unit may often be overcome by greater utilization of facilities within this unit and in adjoining units. Reassignment of pupils and rearrangements of schedules, first within and second, without a given local unit in some instances permit the accommodation with existing facilities of an appreciable influx. Within existing legal limitations and specifications, transporting pupils to schools in adjoining local school administrative units is generally relied upon as an emergency measure by State and local school authorities. Programs of pupil transportation have been developed in most States and in a number, the State pays either all or part of the cost of transportation, and in some the cost of tuition to the receiving district.

If the aforementioned plan for greater utilization of existing facilities does not permit accommodation of all of the increased enrollment, provisions by administrative units involved in a given defense area for increased school housing facilities are projected in terms of:

- (1) Bringing into use buildings abandoned during the recent past because of reorganization programs;
- (2) Rented, donated, or improvised quarters;
- (3) Alterations of existing buildings;
- (4) Additions to present plants; and
- (5) Construction of new buildings.

Current Operating Needs

Because local school administrative units must conform to stipulated budgetary procedures, they cannot increase their respective budgets after a date fixed by law. Thus when these units are forced, to accommodate an influx, to provide instructional and other services not included in their current budgets, they must rely on other than local sources for additional funds during the

current and possibly the next school year. In certain States financial assistance will be available to the local units through the existing programs involving the distribution from State sources of regular and special funds for school purposes. In a number of States because the method of distribution of State school funds depends on the preceding year's status, no additional funds from State sources will be available during the current year. Whenever the additional funds required, as referred to above, cannot be made available from existing local and State sources, funds from Public Law 137 are usable on the basis of the actual need chargeable to the defense situation. It is true that in those local school administrative units in which defense family housing units have been provided with funds from P. A. 849, *payments in lieu of taxes* may be made during the year. Section 9 of P. A. 849 states:

The Administrator may enter into any agreements to pay annual sums in lieu of taxes to any State or political subdivision thereof, with respect to any real property acquired and held by him under this act, including improvements thereon. The amount so paid for any year upon any such property shall not exceed the taxes that would be paid to the State or subdivision, as the case may be, upon such property if it were not exempt from taxation.

Of course such payments of "annual sums in lieu of taxes" will in no instance be sufficient to provide for defense-connected children, the school facilities and services provided for children residing in the locality preceding the emergency. There is thus an urgent need in numerous defense areas for Federal financial assistance for current operating purposes as well as for physical plant and transportation facilities. With few exceptions such assistance will, in the main, be limited to instructional costs, of which the major item will be salaries of teachers; to operation and maintenance of plant, particularly rented, donated, and improvised classrooms and of added classrooms and other facilities provided with funds from Public Law 137; and to operation and maintenance of transportation equipment supplied with funds from Public Law 137.



by SUSAN O. FUTTERER and RUTH A. GRAY, U. S. Office of Education Library

New Books and Pamphlets

Education and Democracy

The Education of Free Men in American Democracy. By Educational Policies Commission. Washington, D. C., Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, 1941. 115 p. 50 cents.

This is the fifth volume in a series on Education in American Democracy, offering practical help to teachers and citizens in developing a forward-looking program of education and the means of putting that program into action in schools. This volume charts the knowledge, the loyalty, and the discipline that are necessary for free men if a society of free men is to endure.

Language Arts

Language Arts in the Elementary School. Twentieth Yearbook. Washington, D. C., Department of Elementary School Principals, National Education Association, 1941. p. 229-671. illus. (The National Elementary Principal, vol. 20, no. 6.) \$2.

Includes oral and written language, reading, handwriting, and spelling; emphasizes experiences in the use of language skills in a variety of situations, discusses diagnostic and remedial work and special problems of administering and supervising the language program.

Negroes—Bibliography

The Negro. A selected list for school libraries of books by or about the Negro in Africa and America, compiled by the Division of School Libraries. Revised and reprinted through the courtesy of the Julius Rosenwald Fund. Nashville, Tenn., State Department of Education, 1941. 48 p. Free. (Address: The Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Ill.)

The books listed are grouped under three subdivisions: 51 titles for elementary school libraries, 122 for junior and senior high school libraries, and 18 for the teacher's collection. Classified and annotated.

Selective Service

Is Your Number Up? Practical Information for the Future Selectee, by Blake Cochran. New York, Bureau of Publications, Teachers College, Columbia University, 1941. 65 p. 25 cents.

Aims to facilitate the social and economic adjustments that must be made by men who are leaving civilian life to enter military service. Prepared at the suggestion of the National Committee on Education and Defense.

Federal Government

Our Federal Government, by Benjamin Brodinsky. Evanston, Ill., Row, Peterson, and Company, 1941. 48 p. illus. (Basic Social

Education Series.) 32 cents, single copy; 25 cents in quantities.

Describes the organization and work of the United States Government.

Industrial Arts

Industrial Arts Teacher Education in the United States, by Verne C. Fryklund. Bloomington, Ill., McKnight & McKnight, 1941. 112 p. illus. (Bulletin number 2, National Association of Industrial Teacher-Trainers, Affiliated with the American Vocational Association.) \$1.

The study was planned to investigate the educational preparation of industrial arts teachers throughout the United States. The survey includes: The institution, the faculty, the aims, the offerings, directed teaching, projected changes, and points of general interest.

Work Camps

Works Camps for College Students, by Kenneth Holland. Prepared for the American Youth Commission. Washington, D. C., American Council on Education, 1941. 32 p. illus. 25 cents.

Tells the story of a movement started in 1934 under the auspices of the American Friends Service Committee, sponsors of the first private work camp. The camps offer laboratory experience of value to students of the social sciences. Another pamphlet "Work Camps for High School Youth," by Kenneth Holland and George L. Bickel is also available for 25 cents.

Motion Picture Equipment

Recommended Procedure and Equipment Specifications for Educational 16-mm Projection. A report of the committee on nontheatrical equipment of the Society of Motion Picture Engineers. New York, Committee on Scientific Aids to Learning of the National Research Council (31 E. 42nd St.) 1941. 54 p. Single copy free to teachers and administrators.

Pt. I, General discussion of the problems.—Pt. II, The optical properties of commercially available screens for 16-mm projection.—Pt. III, Performance specifications for 16-mm projection equipment for educational service.



Recent Theses

A list of recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

ABERCROMBIE, STANLEY A. A critical evaluation of selected tests used to determine changes in knowledge and skills relating to automobile driving. Master's, 1940. New York University. 101 p. ms.

ANDERSON, CATHERINE RUSSEL. Construction of a scale of parental attitudes. Master's, 1940. George Washington University. 88 p. ms.

BALL, FRED J. A study of the predictive values of the Thurstone primary mental abilities as applied to lower division freshmen. Master's, 1940. Pennsylvania State College. 25 p. ms.

BEAUCHAMP, ROBERT O. Relation of science achievement to certain academic and social factors. Doctor's, 1940. George Peabody College for Teachers. 11 p.

BELL, RUTH A. A study of the constancy or variation in the treatment of selected guidance issues based on a study of the published books over a 30-year period by outstanding authorities. Doctor's, 1940. New York University. 202 p. ms.

BENZ, MARGARET G. Family counseling service in a university community. Doctor's, 1940. Teachers College, Columbia University. 124 p.

BLAU, EDITH. The use of American folksongs in public schools. Master's, 1940. George Washington University. 47 p. ms.

BROWN, HUBERT B. A study of safety in the elementary and junior high schools of New York City. Doctor's, 1938. New York University. 228 p. ms.

CARY, WINONA E. The deaf child in the public school. Master's, 1940. George Washington University. 79 p. ms.

DALY, CHARLES B. Adapting soccer to the needs of secondary school boys. Master's, 1939. Boston University. 112 p. ms.

ELLIOTT, WILLIAM. The junior college movement in North Dakota. Master's, 1939. University of North Dakota. 93 p. ms.

FLACK, HOWARD W. Totalitarianism and physical education. Doctor's, 1940. George Peabody College for Teachers. 6 p.

FRENCH, HAROLD P. The teacher's standard of living: a study of the opinions of 1,800 parents. Doctor's, 1940. New York University. 206 p. ms.

GEIGER, C. HARVE. The program of higher education of the Presbyterian church in the United States of America: an historical analysis of its growth in the United States. Doctor's, 1940. Teachers College, Columbia University. 228 p.

GUYETTE, GEORGE F. A study of the survival of certain neologisms and seventeenth century French words and expressions among pupils of French-Canadian descent in the Woonsocket high school, Rhode Island, with a view to determining whether or not this survival warrants remedial teaching. Master's, 1940. University of Maine. 56 p. ms.

HAMILTON, PORTIA G. The visual characteristics of stutterers during silent reading. Doctor's, 1940. Teachers College, Columbia University. 35 p.

HAMMOND, FREDERICK D. A study of the science laboratories in the secondary schools. Master's, 1940. Boston University. 102 p. ms.

HOFFMAN, FRANCES P. Playgrounds and safety among children of the Borough of Manhattan. Master's, 1939. New York University. 54 p. ms.

HOLLAND, Sister REGIS. The development of logical and rote memory. Doctor's, 1940. Catholic University of America. 45 p.

MARDEN, AVIS G. Associational reading abilities of the seventh grades. Master's, 1940. Boston University. 232 p. ms.

MAYER, HERBERT C. Democratic vocational education. Doctor's, 1941. Harvard University. 256 p. ms.

MORRISSEY, THOMAS F. A history of the Greenfield public school system since the Civil War. Master's, 1940. Massachusetts State Teachers College, Fitchburg. 202 p. ms.

PURCELL, JOHN F. A proposed plan of adult education for the city of Scranton. Master's, 1940. Pennsylvania State College. 82 p. ms.

REARY, IILDA G. A study of the speech needs of high school students in a Pennsylvania Dutch community. Master's, 1940. University of Maine. 254 p. ms.



THE VOCATIONAL SUMMARY



by C. M. ARTHUR, *Research Specialist, Vocational Division*

Schools Produce Own Tools

A plan under which trade schools are producing many of the small tools and precision measuring instruments necessary for their use in connection with defense-training programs, is now in operation as a regional project in all of the North Atlantic States. Similar plans are in operation, also, in many other individual States.

Sponsored by the U. S. Office of Education and begun as a measure for meeting the requirements of ordnance inspection laboratories, this plan has spread to all phases of defense training. Through it, schools are not only making tools they need for use in their defense training courses and which are difficult to obtain in the open market, but are exchanging different types of tools on both a State and interstate basis.

Trade schools in Massachusetts, for instance, are producing surface plates which are in use in Worcester, and Springfield (Mass.) schools as well as in Rochester and Buffalo schools in New York State. Massachusetts has also produced sufficient parallels, clamps, vises, plane and shaper gages, and surface gages, intended also for ordnance inspection training, to supply its own schools and schools of several neighboring States.

In several instances, more complicated tools are being turned out on a production basis. At the Providence (R. I.) Trade School, patterns have been completed for a small floor milling machine, as well as bench centers, which it is expected will be made available to other States. It is the consensus of school authorities that a milling machine could be constructed by trade schools on a regional co-operative basis. Under this plan several States would farm out among their schools the making of parts or subassemblies, the final assembly being completed in a single center designated for the purpose in each State.

At the Stonewall Jackson High School in Charleston, W. Va., spring calipers are being produced in quantities and it is expected that they will be distributed for use in defense-training classes throughout the North Atlantic States. The trade school at Huntington, W. Va., is tooling up for the production of 1-inch micrometer calipers. A 600-pound drop hammer is being salvaged from the Springfield arsenal and will be set up in Huntington to make necessary drop forgings. Wheeling schools will produce 6-inch swivel vises. A special procedure has been set up in West Virginia for taking and carrying out orders for school-manufactured equipment.

New Jersey is developing a plan which covers the production by schools of surface gages and plates, bend testing machines, and machined parts for inspection laboratories

maintained for the training of ordnance inspectors. Trenton schools are cooperating in the inter-State tool-exchange plan by machining castings made by schools in Bridgeport, Conn., and sending these parts to schools in other States. Portsmouth, N. H. schools are manufacturing reamers and are preparing to distribute expandable reamers and reamers of all types to meet defense-training purposes. New York schools are producing 10 sets of machined parts for ordnance inspection laboratories, several of which will be shipped to Pennsylvania for use in trade schools there.

Attention is directed by the Office of Education to the fact that detailed operation sheets have been worked out for the making of each part or tool produced by a school and that machine tool making projects fit definitely into the program of training persons for defense work. In other words, the production of machine and precision tools by schools is merely a byproduct of the defense-training program.

The Office of Education acts as a coordinating agency in connection with the production of tools by schools, and makes available to States working on similar tool-production projects, the experience of other States in these projects.

Now the Men Do It

Anyone can stand behind a meat counter, take out a piece of meat, and weigh, wrap, and hand it to a customer who requests it. But the meat salesman who can accurately tell customers about the different kinds of meat cuts and their uses; about the foods which may be appropriately served with roasts, steaks, chops, stewing meats and braised meats; about cuts which may be quickly prepared; why veal chops and steaks are cooked by braising instead of broiling; and can give information on other similar facts of interest to the housewife, will sell considerably more meat than the mere "order taker" salesman.

These facts are brought out in the mimeographed publication, *Selling Meat*, Misc. 2906-B, recently issued by the Office of Education which is intended as an outline for the use of teachers of courses in retail meat market operation.

This is only one of the topics covered in the new Office of Education miscellany, however. There is a chapter on meat cuts for every purse and purpose, merchandising slow-moving cuts, meat cuts for special occasions, meat delicacies, the nutritive value of meat, meat cookery, carving cooked meat, analyzing meat customers, selling meat over the counter, telephone selling, and other items.

The chapter on carving, for instance, will have a general appeal not only to owners of

meat stores and meat salesmen, but also to the man on the street, especially the historical statement on the carving art. Among other things, for example, this chapter states that in medieval times and even later, "carving was an art, and there were instructors in the art. In the life story of a great lady of noble birth, the author told of her taking carving lessons three times a week so that she might be perfect when she did the honors at her father's table." Again, coming down to date, the document states: "Then custom changed and it again became the practice for the man of the house to do the carving."

Attention is called to the fact that printed information on carving may be obtained by meat dealers from the National Livestock and Meat Board, Chicago, to hand out to customers who hesitate to buy certain cuts of meat because they look difficult to carve. Among other valuable features in this lesson outline bulletin for instructors in retail meat store operation, is a four-page chart listing different kinds of meats and what to serve with them.

A Farm and Home Measuring Stick

Part and parcel of the "Balanced Prosperity in the South" project, inaugurated by a well-known southern agricultural journal and sponsored by the Southern Governor's Conference and other organizations, is the "1,000 Points Farm and Home Score Card" now being distributed through vocational agriculture and home economics departments in rural high schools.

The 1,000-points score card is intended as a year-to-year record which will enable any intelligent farm family to score itself—to see its strong points and its weak points—and to determine just where it has made progress and where further progress needs to be made. With this score card farm families may score themselves each year on such phases of family life as health, income and expenses, home grown food and feed, conservation measures, farm and home improvements, and personal development.

Through the cooperation of the Farm Foundation, Chicago, Ill., about 2 million of these score cards will be distributed during the year. They will be given out, 2 cards to a family, and collected by teachers of vocational agriculture and home economics. The information on these cards will be summarized and analyzed and made available for teachers of agriculture and home economics and other individuals or groups who may be interested in the data.

Representatives of the Office of Education, which is also cooperating in the 1,000-point score card plan, as well as State supervisors,

teacher trainers, and teachers of vocational agriculture, are of the opinion that the information secured from these farm and home records will be invaluable as a basis for instruction in evening schools for farmers and farm homemakers.

This "Balanced Prosperity in the South" plan, which is a continuous 10-year plan designed to raise farm and farm home standards in the South, and of which the 1,000-point score card is an accompanying feature, was started by Dr. Clarence Poe, editor and publisher of the farm journal previously referred to, and chairman of the Federal Advisory Board for Vocational Education.

What Can They Do?

High-school girls are eager to discuss the part they can play in the national defense program. But they want that part outlined clearly and specifically. According to Pauline H. Drollinger, State supervisor for home economics education in Wyoming, high-school home economics girls are interested in finding out what contribution they may make to national defense. She bases her opinion on the results of district rallies of home economics teachers and pupils in that State during the past year.

Miss Drollinger calls attention to the success which Wyoming has had in bringing to the attention of home economics students ways in which they may contribute to national defense. Under the Wyoming plan, a student discussion leader is selected for each phase of the topic to be considered. This leader is encouraged to give a brief preliminary statement to the conference group, in which she indicates what is to be discussed, after which she throws the discussion open for contributions from the rest of the students. Following the completion of the general discussion which is held to a specific time, the group leader summarizes the points brought out in the discussion. It is recommended that a chairman of the discussion group be appointed, whose duty it will be to explain the general topic and to present each discussion leader.

One of the problems in which home economics girls should be interested, Miss Drollinger believes, is how the national defense program affects family incomes through decrease or increase in incomes, rise in farm prices, and rise in commodity prices, and how girls may help in solving income problems.

Similarly, Miss Drollinger feels that girls will be interested in the effect of the defense priority situation with respect to the supply of aluminum, refrigerators, automobiles, silk, and certain foods on the standard of living, and the part they may take in helping to solve problems which go hand in hand with the priority program.

Girls may assist in movements to raise funds and to collect food and clothing for the needy, sponsored by such organizations as the Red Cross. They will be interested also in finding out the effect on homes and communities of the departure of large numbers of

young men who are drafted for military training, and the responsibility devolving upon high-school girls as a result. Finally, it is suggested, high-school girls can play a part in the movement to bring about a greater solidarity among citizens of the various American republics.

Regional Conferences Scheduled

Dates for joint annual regional conferences of State supervisors and teacher trainers of vocational education in agriculture, the trades and industries, home economics, and distributive education, in 1942, have been announced by the Office of Education.

The dates and places of meeting are as follows:

Southern Region: Atlanta, Ga., January 20-23, inclusive.

Negro Teacher-trainers: Orangeburg, S. C., April 21-24, inclusive.

North Central Region: Chicago, Ill., March 2-5, inclusive.

North Atlantic Region: New York, N. Y., April 6-9, inclusive.

Pacific Region: Cheyenne, Wyo., May 4-8, inclusive.

These conferences will deal largely with administrative matters and questions of policy with which vocational education officials in the States are confronted in carrying on their training programs.

Training Restaurant Workers

Because of the absorption of so many restaurant workers into the defense industries of the Nation, the problem of training sales personnel for the restaurant trade has become a difficult one. The size of this problem will be better understood when it is known that according to the 1939 Census of Business there were 169,742 restaurants in this country employing more than 500,000 workers, and with a total sales volume of \$2,135,963,000, and a total pay roll of more than \$500,000,000.

Particularly timely, therefore, is the bulletin, *Training Restaurant Sales Personnel*, prepared by the Office of Education in co-operation with the National Restaurant Association. This publication, which is intended as a teachers' manual for instructors of training classes for restaurant operators and employees, covers the following topics: Fundamental knowledge of restaurant business, preparing for and getting a job in a restaurant, getting along on the job, analyzing the job, habits of work, fundamental knowledge of food, preparation of food, food products standards, advertising the restaurant, gaining customers' good will, selling the customer, taking his order and serving him, and building up satisfactory business relationships.

Among other things this publication discusses the qualifications of the restaurant salesperson. It brings out the fact that the salesperson has closer contact with customers than the other employees, that customers judge the restaurant standards largely by the appearance, attitude, and actions of the sales-

persons, and that, consequently, it is essential that this group of restaurant workers receive adequate training for their duties.

The new Office of Education bulletin is the outcome of a conference of representatives of the education committee of the National Restaurant Association, State supervisors of distributive education and the vocational education services of the Office of Education, held in Washington in February 1941, to consider the need for training in the restaurant industry, the scope and nature of a training program, and the steps to be taken in forwarding the development of this program.

Guidance in All Its Nuances

It is not an easy task to compile a bibliography on guidance, as anyone who sets himself that task will discover. The principal difficulty in working out such a compilation is to bring under one cover all or a majority of the references on guidance as it is defined by those who have interested themselves in the guidance field.

Some writers have placed emphasis on the advisement phases of guidance—problems of counseling; others have written of such specific services as assistance in the selection of curricular or extracurricular activities, adopting methods of study, or choosing a college to attend. Still other writers discuss guidance as adjustment, with varying interpretation of the term "adjustment."

Differences of opinion arise also with reference to the place of guidance in the total educational program. Some leaders regard guidance as a special service under specially trained persons; others look upon guidance as an integral part of the total educational program—a part to be performed by all members of the educational staff—making no specific designation as to who is responsible for guidance in the system.

Recognizing the different conceptions of guidance the U. S. Office of Education has included in its Vocational Division Bulletin No. 212—Occupational Information and Guidance Bibliography, 1937-38, recently off the press, references representing all points of view.

The publication covers references compiled under 12 heads: Guidance principles, guidance programs, guidance practices; and the subjects of curriculum, personnel, employer-employee relations, legislation, research, special groups, publicity, and bibliographies, in their relation to the field of guidance.

In addition, an appendix to the Office of Education bulletin includes a directory of sources of occupational pamphlets, as well as a directory of colleges and universities; an index of theses on guidance; an author index; and a subject index. The guidance bibliography contained in the new bulletin, which is as nearly exhaustive as possible, is intended as an authoritative reference list for the purposes of research in the guidance field.



THESE THINGS YOUR SCHOOLS HAVE DEDICATED THEMSELVES TO TEACH YOUR CHILDREN

Our Heritage

America is one of the few places on earth where men are still free.

In America our national culture is the heritage of us all.

In America the great discoveries of science and their applications in inventions have been utilized mainly to improve the health, the comfort, and the peaceful well-being of us all.

In America the radio, the newspaper, and books are uncontrolled by a centralized government. Every citizen may freely form his own opinion and state it.

In America free schools offer every child a chance for whatever kind of education he may choose or may pursue with profit.

In America every person is prized as an individual and is given opportunity to develop his own talents and to put them to use for the common good.

In America common men have the wisdom to govern themselves.

In America our Government is founded on the principles of justice and equality and brotherhood among men.

In America our civil liberties are supreme, even in times of great crisis.

Our Responsibility

★ In this great world crisis we must strive to keep our country free.

★ The responsibilities and activities of citizenship are our highest duties.

★ We as citizens must accept the opportunity to become informed adequately about public affairs so that we may act wisely.

★ We as citizens must learn to develop our individual talents and give strength to our national institutions so that we may act more efficiently as a nation without casting away our liberties.

★ We as citizens must fortify our faith in constitutional government and develop a passionate will to make it work.

★ We as citizens must accept the principle of voluntarily checking one's free use of individual rights if it interferes with the rights of others.

★ We as citizens must set honesty and fair dealing among men and nations as guiding principles.

★ We as citizens owe to our country the duty to work and should have the right to a job.

★ We as citizens must become acquainted with our American culture, appreciate it, and contribute what we can to it.

Every child is taught that the freedom and privileges he enjoys were not always free as the air he now breathes, but were won for him by sweating, toiling, struggling men, with blood and sacrifice.

He is taught that the enjoyment of these liberties carries with it the moral and spiritual duty to be worthy of this great democracy, and to defend it in thought, in spirit, and in deed.

— Courtesy Elizabeth Public Schools, Elizabeth, N. J.

The above material was received in the Information Exchange, U. S. Office of Education, and is a sample of material available through loan packets from the Exchange.



In Public Schools



by W. S. Deffenbaugh

Balanced Lunches

"Plate lunches affording a balanced meal," according to a recent issue of *Minnesota Journal of Education*, "will be served in junior, senior, and vocational high schools in Minneapolis this year. Frances Kelley, director of school lunchrooms, is setting up the plan because she believes the combination serving will encourage children to eat balanced noon lunches at school. Surplus food commodities and other materials purchased by the board of education will be used. Children able to pay for the lunches are required to pay, but others will continue to be given the meals free. To protect the children from notice who receive lunches free, all children will present tickets for plate lunches purchased or received before they enter the cafeteria line."

Supervisory Program

The State Department of Education of Louisiana has recently issued a circular entitled *State Supervisory Program for 1941-42*. "While a State supervisory program for public education from year to year presents many recurrent elements," the circular points out, "nevertheless each school year is unique in its own particular problems of instruction. Especially is this true now since the times which we are experiencing are reflected more noticeably in our educational system than is the case when democracy's course is less perturbed. This supervisory statement is an effort to suggest a practical program to meet the challenge presented to the schools in these stirring times—times when our very way of life, our American democracy, is on trial."

"The Department of Instructional Supervision conceives the major tasks of the public schools today to be (1) to continue to improve its instructional program, (2) to determine its major and best contribution to the national emergency, (3) to build for the future, i. e., post-war planning. Possibly the greatest contribution which the schools can make to defense is an improved instructional program, since education is the handmaiden of democracy and one

of the greatest weapons for the thwarting of its enemies. The fundamental business of the schools is instruction. Under conditions of war or peace this fact must not be lost sight of."

Counseling and Guidance

According to the *San Francisco Public School Bulletin*, October 20, 1941, the board of education has established the position of head of department of counseling and guidance in each junior and senior high school in the San Francisco Unified School District. The heads of departments are to be under the direct supervision and direction of the principal of the school. The board has also approved the establishment of the position of four assistant head counselors in each junior and senior high school to be responsible for the following fields: (1) Educational guidance, (2) vocational guidance, (3) community relationships, (4) personality problems.

New Courses of Study

"New State courses of study," according to the *Oregon Education Journal*, "have been prepared for use this year in the following areas: Elementary school science, elementary school music, arts and crafts (grades one through nine), high-school mathematics, applied physical science, and foreign languages. Committees are at present working on courses of study for high-school chemistry, advanced mathematics, and physical education, while two committees are working on health instruction courses, grades 1 through 12."

Speech Program

The speech division of the State Department of Education of Missouri has prepared a bulletin entitled *The Public School Speech Program of Missouri*. The bulletin presents the development of a public speech program as evolved during the past few years through the State program of speech education. According to the bulletin "The first supervisory plan for public-school speech education was inaugurated in Cape Girardeau in 1938 following the State directional speech clinic. Under the plan the speech supervisor was to spend a greater portion of her time in the elementary and junior high school levels. She also taught some of the high-school speech work. From the di-

rectional clinics which had been held under the State department of education, sufficient data were secured to form a basis for the speech-correction program in the elementary schools. Although the plan did not originate until the beginning of the second semester of the school year, the results justified its continuation. The following year saw the growth of the supervisory plan extend to some 25 supervisory centers throughout the State. The work evolved until some 48 people are now engaged in this work and through the semiannual State conferences a comparatively standard practice of supervision has been formulated."

Teacher Retirement

"Approximately 11,000 school employees of the State of Kansas had joined the school retirement system by the middle of September," according to a recent issue of *Kansas Teacher*. "Each mail to the office of M. M. Rose, executive secretary of the retirement board at Topeka, brings word from others asking to be included in the system. This is a direct answer to a few opponents who, during the promotion of the law, claimed that teachers at large were not interested in State-wide teacher retirement."

Implementation

The committee on implementation of the Ohio High School Principals' Association has printed a manual of suggestions to schools using the evaluational techniques of the Cooperative Study of Secondary School Standards. The publication appears under the title *The Ohio Plan of Using the Evaluative Criteria* and bears on the title page the names of D. H. Eikenberry and Carl C. Byers respectively, advisory member and chairman of the committee on implementation.

It appears that the Ohio High School Principals' Association at its meetings in 1939 and 1940 developed plans for assisting schools in making evaluations and that with 76 schools evaluated during 1939-40 and 175 in 1940-41, and even larger numbers looking forward to evaluations in the near future, the committee on implementation felt that a manual ought to be prepared. In this endeavor there has been wholehearted cooperation by the Ohio State Department of Education and various higher institutions throughout the State.

"The Ohio Plan" supplies detailed advice on how to proceed with self-evaluations if the school wishes to stop at that point, as well as with comprehensive visiting committee evaluations. An interesting factor of "The Ohio Plan" involves expansion in the basic data to be secured regarding pupils and community, together with a new experimental section on articulation to be added to the existing evaluations of educational philosophy, the educational program, instruction, plant, and administration.

Association Study

A report entitled *The Southern Association Study* has recently been received. It is the first in a series of publications to be issued by the commission on curricular problems and research of the Southern Association of Colleges and Secondary Schools. The report deals with the changes brought about in 33 secondary schools which 3 years ago, aided by the Southern Association, started a cooperative attack on their problems.

The report carries the undertaking through three successive summer conferences of the workshop type attended by teachers and administrators from the 33 schools and the developments in the schools during the succeeding 3 yearly school sessions. Continuity is supplied to the study by the fact that the same schools participated throughout the 3-year period, that at each summer conference and ensuing school year a number of the same teachers and staff members of the study were engaged in the work.

Variety is supplied since each school and, to considerable extent, each teacher had individual problems which received attention. The study is conceived as an on-going undertaking whose influence will spread to larger and larger numbers of schools through the years; thus the present publication is a beginning; others dealing with the study may be expected in years to come.

Spanish Classes

"Spanish classes in the Pittsburgh, Pa., schools, this fall," says the *Pittsburgh Teachers Bulletin*, "show a 37-percent increase over last year's enrollment and are demanding the services of more teachers than any of the other modern languages. Enrollment in French classes is down 28 percent, German classes have fallen off 37 percent, and enrollment in Italian classes has declined 18 percent.

"In an effort to make the work in

Spanish more functional than it has been heretofore, a new course is being devised which will provide for extended training in speaking the language. Classical reading is to be supplanted with episodes from everyday life and it is expected that at the end of the course pupils will be able to demonstrate their ability to use the language in a large number of typical life situations."

Early Elementary School

The completed report for the Minneapolis, Minn., public schools, *The Early Elementary School*, a handbook to guide teachers the first 4 years of school, has recently been issued. In the foreword to the report Prudence Cutright, assistant superintendent in charge of elementary education, says: "The members of the various committees that developed this volume have given us an instrument which should be of great help in erasing any basis for the charges of 'impractical' which are sometimes hurled at the modern school. The committees have done an excellent piece of work in giving us suggestions for studying and understanding children, for developing more pleasant and more enriched school environments, for planning classroom activities which will promote child development, and for evaluating the progress which children make. The volume is essentially a practical one, and it ought to be of immeasurable help in putting a good philosophy of education into actual practice."

Purposes of Education

The division of curriculum and instruction of the St. Louis, Mo., public schools has recently issued a pamphlet entitled *The Purposes of Education in the Public Schools of St. Louis*. Supt. Homer W. Anderson in his foreword says that the pamphlet "is designed to be used by supervisors, principals, and teachers as a foundation to which they may refer or against which they may check their curricula and their teaching. It has been prepared by a committee representing all branches of the instructional service, with the aid of a citizens' committee of advisors and consultants."

The division of curriculum and instruction has also issued a publication entitled *Approved Recommendations of the St. Louis School Survey*. In this publication there are reported the recommendations of the survey "which were approved by the committee of eighty by a two-thirds vote or better and by a similar majority among the teachers as a whole."



In Colleges

by Walton C. John

Junior College Enrollments

According to Walter C. Eells, executive secretary of the American Association of Junior Colleges, the country's abnormal situation caused by defense needs has not affected enrollment in the Nation's 650 junior colleges as severely as had been expected.

His study reveals that enrollments in public junior colleges show an average drop of only 10 percent from those of last year, while in private junior colleges there has been a slight increase of less than 1 percent. The change in public junior colleges may be explained by the fact that they are for the most part coeducational and therefore affected by the decrease in the enrollment of men, whereas many private junior colleges are women's colleges.

Of the public institutions, only 29 reported an increase, 19 no change, and 139 a decrease. Replies ranged from an increase of 40 percent to a decrease of the same amount. Of the private institutions, 73 reported an increase, 56 no change, and 71 a decrease. Replies ranged from an increase of 60 percent to a decrease of 50 percent.

Several institutions which have evening as well as day work report a falling off in the full-time day enrollment but this is more than made up by the marked increase in evening enrollment on the part of young men now employed in defense industries during the day.

An interesting change in emphasis of studies preferred by students is also seen in the replies. Technical, scientific, and short business courses are in great demand.

Ohio State Host to 22,000 Students

Juniors and seniors from high schools throughout the State gained an impression of college activities at Ohio State University when they visited the campus Saturday, October 18, as guests of the university for the ninth annual high-school day.

Tours of 38 different departments, ranging from the astronomical observatory to the zoological laboratories, were arranged for the visiting students. The football game with Purdue climaxed the day for the young visitors.

New Ed. D. Degree

The new degree of doctor of education will be offered for the first time on the

Los Angeles campus of the University of California, according to Edwin A. Lee, dean of the school of education.

For the first time in this institution, afternoon, night, and Saturday classes in education have been scheduled for the benefit of teachers and others who must work during the day.

Seventeenth Anniversary of the N. S. F. A.

The president of the National Student Federation has recently sent out a Nation-wide message from which the following paragraphs are quoted:

"The National Student Federation of America launches its seventeenth year as a constructive student organization. This year more than ever before in the history of youth activities in the United States, there is a true need for a medium of student expression and a means of focusing student efforts. In all phases of American life unity must be the keynote.

"Democracy, its heritage, and its part as the American way of life are precious to citizens of all ages. Students are joining their elders in feeling the pressure of the times, and they are groping to find their own intrinsic responsibilities in making for a secure future. The question of what students can do and what they should do will draw a variety of answers. Logically the role of student America assumes two aspects—on the one hand, that of maintaining a level head and giving peaceful progress an open rein, while on the other hand, that of gearing their lives to meet the needs of a country which finds itself in a real emergency."

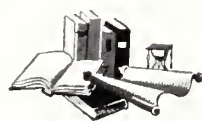
Princeton Visits Nashville

Princeton alumni of the State of Tennessee and the city of Nashville were recently hosts to the first national gathering of Princeton men held below the Mason-Dixon line since the Atlanta meeting in 1924. It is also the first time in the years of Princeton football that the university has sent a team to play in the South.

Adult School of St. John's College

In view of the increasing interest manifested in the program of St. John's College, Annapolis, Md., President Barr recently inaugurated the new Adult School of St. John's College in Washington, D. C. The program includes a series of formal lectures on Higher Education Today. The lecturers, who are staff members of the college, cover among other things, the subjects of the trivium and the quadrivium as well as theology, law, medicine, and related subjects.

Three seminars on great books of the Western World are offered in which the literary leaders of Greece, Rome, and the Modern World are discussed. Tutorial classes are available in language or mathematics for those interested in the seminars. The director of the Adult School is Mrs. Olga Law Plunder, St. John's College, Annapolis.



In Libraries

by Ralph M. Dunbar

Policy

At its annual meeting, the Iowa Library Association formulated the following statement of policy for the strengthening of democracy: "We urge that all libraries in the State—public, college, school, and others—make available to their patrons books, pamphlets, and other publications which will give them unbiased factual knowledge of the basic factors underlying defense, peace, and social and economic readjustment.

"We urge that every librarian support the formation in his city of an adult educational council, to be composed of representatives of all groups concerned with continuing education, these councils to attempt to unite the various agencies in a common effort to prepare our citizenry (1) for defense; (2) for a study of the factors and of a world organization which will make possible a permanent peace; (3) for a study of conditions for a satisfactory social and economic readjustment after the war."

Library in Mexico City

With the approval of the Mexican Government, the American Library Association has established a public library in Mexico City. This institution, the Benjamin Franklin Library, located at Paseo de la Reforma 34, "will be stocked mainly with United States books, periodicals, and other educational and informative publications for the use of those interested in the cultural, social, industrial and governmental activities of the United States. There will be a special emphasis on service to students."

According to the announcement made by the association, it is planned to extend the service of this library throughout Mexico by means of interlibrary loans and photostatic copying. The Benjamin Franklin Library will also facilitate the acquisition of Mexican publications by libraries in the United States and the acquisition of United

States printed materials by the libraries of Mexico.

It is planned also that the collections in the Benjamin Franklin Library will contain eventually music scores and records, pictures, language records for learning English and Spanish, and educational films.

New Position

The establishment of a new position, field supervisor, in the Tennessee division of school libraries, has been announced. Velma R. Shaffer, formerly supervisor of libraries in the Gary, Ind., public schools, has been appointed and entered upon her duties at the beginning of the current school year.

Beats Own Records

More books were borrowed from Illinois libraries during the year which ended June 30, 1941, than in any previous year. According to Helene H. Rogers, assistant State librarian, "This is despite the fact that use of libraries is said to decline with any upsurge of business activity.

"The total increase can largely be attributed to the demands of national defense, although the establishment of three new libraries has contributed. New industries coming into the State have added many families in some communities, overtaxing library resources. Throughout the State, libraries have reported an increased demand for technical books and books about jobs to supply workers in defense industries. Libraries near Army camps have been pressed for educational and recreational material. This increased demand for books has not always been met by a larger library budget."

Knowing Your Library

With a view to calling the attention of the community to its services, the Detroit Public Library recently held a Know Your Library Week. The normal library activities for teachers, pupils, and parent-teacher groups were stressed by means of lectures, demonstrations, moving pictures and visits. In a special leaflet, *What is the public library?*, the functions were described as: *A self-education center* where anyone—young or old—can study any subject any time of year or day at his own pace and in his own way. *An information center* which supplies single facts as well as books of facts. *A recreation center* for America's most popular form of recreation—reading. *A democratic institution*, free to people of all ages, races, beliefs, and occupations.

Helping Posts

In a special report to the Governor of Rhode Island, State Librarian Grace M. Sherwood, described the services which the State library has been rendering to the forts and small outlying posts. Working in conjunction with the military authorities, the State librarian organized a program to place needed collections of books and magazines in the various defense units in Rhode Island and to freshen with new material and particular reading requests the collections already existing. By means of radio, newspapers, and other publicity over 50,000 magazines and 18,000 books were obtained. This material was sorted, classified and cataloged, and then sent by the State library to points in need of reading materials. At certain posts, aid is being given in organizing the post library.

In Other Government Agencies



by Margaret F. Ryan

Bureau of Mines

First-aid training by the Bureau of Mines has been greatly intensified during the past year owing to the national defense program, and classes are now being taught not only in mines, oil fields, refineries, mills, and smelters, but in a number of processing mills and ordnance plants throughout the country. Employees of the Department of the Interior are also receiving instruction in the principles and practices of first aid.

Bureau of Reclamation

An educational radio program in conservation consisting of 39 half-hour broadcasts by students in California has been built around the Central Valley project of the Bureau of Reclamation. Cooperating with the Bureau of Reclamation, which, with the Radio Section of the Department of the Interior, sponsored the plan, are the California State Department of Education, 67 high schools, junior colleges, and colleges, and 12 radio stations.

Children's Bureau

One hundred thousand dollars has been allocated by the Children's Bureau of the Department of Labor for the care and treatment of children afflicted by infantile paralysis in the recent epi-

demics in Alabama, Florida, Kentucky, Maryland, Mississippi, Pennsylvania, and Tennessee.

Federal Works Agency

More than half of the defense public works projects to provide community facilities for the health, welfare, and safety of defense workers and personnel of the armed forces of the Nation, which have received Presidential approval to date, have made provisions for the maintenance and operation of schools and for the construction of recreation centers.

Office of Civilian Defense

In order to meet the increasing demand for nurses arising from the expanding military establishments and war activities, 85 hospitals are offering courses to train volunteer nurses' aides. A program to train 100,000 nurses' aides has been initiated by the Office of Civilian Defense and will be carried out with the assistance of the American National Red Cross. These volunteer nurses' aides will provide a corps of assistants for nurses in hospitals, clinics, health departments, and in the field.

Office of Coordinator of Inter-American Affairs

Eight physicians from five Latin-American Republics have been awarded fellowships for special graduate work in medical schools in this country. The project was made possible through the cooperation of the Pan American Union, the Department of State, and the Coordinator's Office.

Selective Service System

Selective Service national headquarters has asked State directors and local boards to assure college students who are not expected to be called for service before the middle of the college term or semester, that they will be granted postponement of induction until they have finished the respective period. Students will not, however, be granted postponement of induction in order to permit them to start the new school term.

Under the program launched by the President to salvage 200,000 of the 1,000,000 Selective Service registrants who have been rejected as mentally or physically unfit for Army service, the Federal Government will pay medical costs for treatment by local physicians of approximately 200,000 registrants whom local draft boards certify as susceptible to rehabilitation for Army service.

United States Public Health Service

Surgeon General Parran has announced that 88 schools of nursing have

been selected by the Public Health Service to receive a total of \$1,200,000 in Federal aid to be divided as follows: For student training, \$900,000; for post-graduate courses, \$125,000; for public health training, \$50,000; and for refresher courses, \$125,000.

War Department

Of the 693,948 trainees inducted in the Army by July 1, 1941, 220,377 had completed grammar school; 159,809 were high-school graduates; 23,970, college graduates; and 4,717 had done graduate work, a recent check-up by the War Department disclosed.

Work Projects Administration

With an allotment of \$14,000,000 from WPA funds to be used for the education of more than 1,000,000 aliens in the United States in the privileges and obligations of American citizenship, the National Citizenship Education program, sponsored by the Department of Justice and with the official cooperation of the U. S. Office of Education, is utilizing the Nation-wide organization already set up by the WPA in the conduct of its adult education program, with considerable expansion in the number of classes and teacher personnel assigned to citizenship work.

* * *

Plans for the WPA Nation-wide school-lunch program to serve more than 200,000,000 noonday lunches to children during the current school year call for the establishment of more central kitchens and bakeries; permission for a smaller number of WPA women workers to prepare more food and distribute it; extension of the service to a greater number of children not classified as "needy" who will pay for their food; and lengthening the period during which lunches are served in schools, previously limited to the coldest months, according to Assistant WPA Commissioner Kerr.

* * *

The WPA Writers' Project is planning to prepare among other items volumes on American eating habits, a popular history of forest conservation, six regional books on arts and crafts, a national defense series covering many health and nutritional aspects of civilian defense, guides to military and naval areas, a volume in Spanish—*The United States, A Pictorial Study of a Democracy*—for distribution by the State Department in Central and South America, and several special additions to the American Guide Series, such as a *United States Travel Atlas*.



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SCHOOL

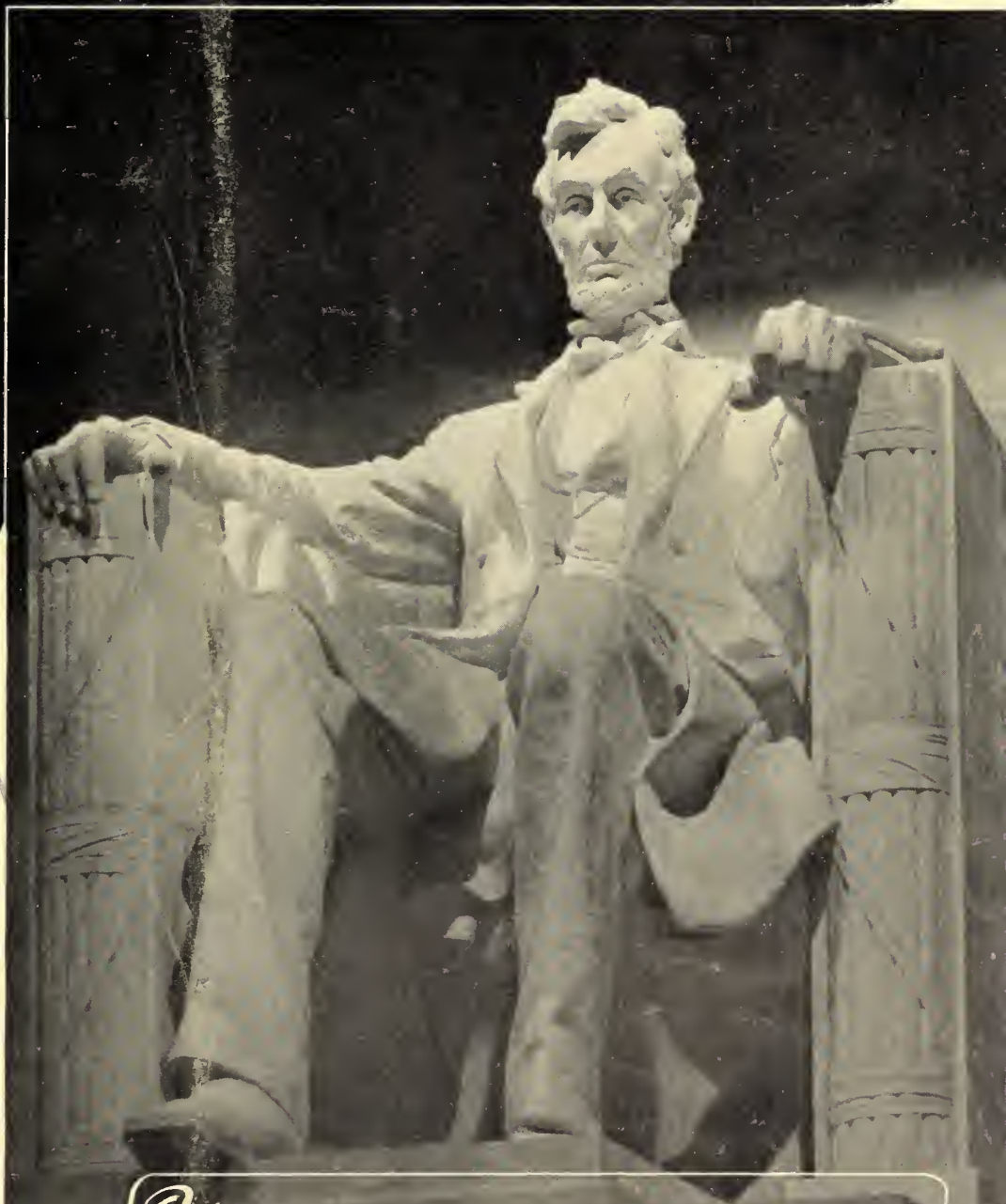
February
1942

VOLUME 27
NUMBER 5

OFFICIAL JOURNAL OF THE U.S. OFFICE OF EDUCATION

LIFE

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WASHINGTON, D. C.



*We highly resolve... that government
of the people, by the people, for the
people, shall not perish from the earth.*

FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
WASHINGTON, D. C.

Published monthly, except August and September, by the United States Office of Education.

Terms: Subscriptions \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Publication offices: U. S. Office of Education, Federal Security Agency, Washington, D. C.

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library"

SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVII • FEBRUARY 1942 • Number 5

WARTIME COMMISSION

of the U. S. Office of Education

THIS WAR to the finish for freedom calls for the utmost in service and sacrifice from everyone in the United States. During this period the relationship of the Federal Government to education will be much closer and more direct than at any previous time in our history. Increasingly heavy responsibilities will be placed by the Government upon organized educational agencies throughout the Nation. And education will render magnificent war services for victory and for a lasting peace.

To be of the greatest possible service the U. S. Office of Education needs the united and continuing counsel and assistance of a group of key and representative educational leaders engaged in the different fields of education. To insure this assistance there has recently been established the U. S. Office of Education Wartime Commission. Through the work of such an important commission I believe that the schools, colleges, universities, libraries, and other agencies will be able to render even greater service than ever before, to our country in this time of extreme need for maximum effort.

This Wartime Commission will enable the U. S. Office of Education and the Federal Government in general to serve widely and significantly now and in those future months which will bring multitudes of our citizens face to face with the horrors of modern warfare.

We are confident of ultimate victory for liberty-loving peoples. Equally are we confident of the ability of American educational leaders to bind themselves together in a solid and unyielding phalanx of resistance against the world's evil forces; to unite in the kind of intelligent cooperation that will eventually enable righteousness and peace to come again to this troubled world.

John H. Studebaker
U. S. Commissioner of Education.

With the

U.S. OFFICE OF EDUCATION

this month

Wartime Commission in Action

Representatives of 18 major national education and library associations with memberships totaling well over 1,000,000 have pledged united cooperation to the Government through a new Office of Education Wartime Commission with John W. Studebaker, U. S. Commissioner of Education, as chairman.

Paul V. McNutt, Federal Security Administrator, announced initial plans for the Commission at a meeting of school, college, and library executives recently held in the U. S. Office of Education. Mr. McNutt said: "The time has come to create the wartime machinery to hasten an adjustment upon which our national life depends. Accordingly I have requested the U. S. Commissioner of Education to effect such an organization in connection with his Office as will make possible the most direct and workable contacts both with Government agencies on the one hand and educational institutions and organizations on the other."

Among some of the problems already brought before the Commission are the following:

Should schools and colleges hasten graduation by lengthening the school week or shortening vacations or reducing curricular content?

What proposals can be made to the War and Navy Departments for the utilization of colleges and universities for training various types of Army and Navy personnel?

What are the most practicable plans for removing educational handicaps for men rejected in the draft?

Should nursery schools be established in anticipation of widespread employment of mothers in war industries?

How can health education be improved?

How can youth under military age be given an opportunity to be of service?

What can be done about the growing shortage of teachers?

What shall be said to college students eager to serve their nation in time of need?

How shall education plan for post-war readjustments?

Commissioner Studebaker named Williard E. Givens, executive secretary of the National Education Association, and George F. Zook, president of the American Council on Education, chairmen, respectively, of committees on State and local school administration and on higher education. Fred J. Kelly, chief, Division of Higher Education, U. S. Office of Education, will serve as executive director and other staff members of the Office of Education will assist in various capacities.

This 1942 Wartime Commission is composed of the following members:

John W. Studebaker, U. S. Commissioner of Education, chairman.

Bess Goodykoontz, Assistant U. S. Commissioner of Education, vice chairman.

Fred J. Kelly, chief, Division of Higher Education, executive director.

John Lund, specialist in the education of school administrators, assistant executive director.

Harry A. Jager, chief, Occupational Information and Guidance Service, assistant executive director.

Selma M. Borchardt, Washington representative, American Federation of Teachers.

Francis J. Brown, executive secretary, Subcommittee on Military Affairs of the National Committee on Education and Defense.

Morse A. Cartwright, director, American Association for Adult Education.

Francis S. Chase, executive secretary, Virginia Education Association, and representative, National Association of Secretaries of State Teachers Associations.

John W. Davis, president, West Virginia State College, representing the conference of Negro Land-Grant Colleges.

L. H. Dennis, executive secretary, American Vocational Association, and secretary, National Committee on Education and Defense.

Ralph M. Dunbar, chief, Library Service Division, and secretary, Special Committee of American Library Association on Defense.

Walter C. Eells, executive secretary, American Association of Junior Colleges.

(Concluded on page 154)

17 Months of Defense Training

The Nation's vocational defense training program completed 17 months of operation on November 30 with a total of 1,776,000 persons who have completed training or are now in training in five types of courses, John W. Studebaker, U. S. Commissioner of Education, reported recently to Federal Security Administrator Paul V. McNutt.

One division of the program—preemployment and supplementary courses—are training skilled or semiskilled workers for job assignments in aircraft, shipbuilding, machine tool, and other defense industries in more than 1,000 vocational schools in the 48 States, Hawaii, and Puerto Rico.

Two others, which offer courses in approximately 10,000 school shops to out-of-school youth and to those NYA enrollees not directly preparing for defense work, are considered "feeder" programs from which trainees may enter intensive defense-training courses. NYA enrollees with sufficient mechanical aptitude may enroll in preemployment courses.

The fourth division of the program trains engineers, chemists, physicists, and production supervisors in 155 colleges and universities throughout the United States.

These are the 17-month totals in each division of courses:

Preemployment and refresher courses	485,000
Courses supplementary to employment	578,000
Courses for out-of-school youth	224,000
Courses for NYA enrollees	334,000
Engineering, science, management courses	155,000
	<hr/> 1,776,000

Of the \$183,622,000 appropriated by Congress for defense training from July 1, 1940, to June 30, 1942, about \$147,000,000 is being used to pay salaries of additional teachers hired to teach defense trainees and such costs of operation due to defense training which run above the regular costs of maintaining vocational schools and shops.

Approximately \$33,500,000 is being spent to purchase or rent additional equipment and rent shop space when existing facilities cannot accommodate

all necessary defense-training classes. Federal, State, and local administrative expenses have absorbed only 1 percent.

States and communities have, on their own initiative, made many capital improvements in vocational training facilities to serve the defense-training program by constructing new vocational schools.

In every city conducting vocational training, representatives of management and labor supervise the curriculum to see that courses will be planned and carried out to fit the manpower needs of local industries.

Before the defense-training program got under way almost 2½ million students were receiving vocational training in trades and industries, home economics, agriculture, and business. One hundred and ten thousand were enrolled in engineering colleges. It is estimated that half the regular vocational students and virtually all engineering students are receiving training valuable in defense work.

New Inter-American Division

For the purpose of promoting closer relations between the American republics in the field of education a Division of Inter-American Educational Relations has been established in the U. S. Office of Education. John C. Patterson has been appointed head of the division. During the past year, Dr. Patterson has been U. S. Office of Education Senior Specialist in Higher Education relating to Latin America.

The Office works in cooperation with the Department of State, the Office of the Coordinator of Inter-American Affairs, the Office of Foreign Agricultural Relations, Department of Agriculture, as well as with the Pan American Union, the National Education Association, the American Library Association, the American Junior Red Cross and other organizations interested in the inter-American field.

Activities of the U. S. Office of Education in this field include the exchange of professors, teachers, and students between the United States and the other American republics, in cooperation with the Department of State. Other activities provide for the preparation

and distribution of materials in the inter-American field, the lending of materials on Latin America through its Information Exchange on Education and Defense, and the evaluation of credits and other assistance to students from schools and universities in the other republics by the Division of Comparative Education.

Exhibits of teaching materials—books, maps, films, handicrafts, pictures, etc.—in the inter-American field are being prepared by the Library Service Division. The U. S. Office of Education program also calls for the development of demonstration centers in inter-American education in a number of schools and colleges throughout the country.

More Packets Available

**Eat the Right Foods.
Better Nutrition—A National Goal.
The School Lunch Program.
Nutrition Education in
the School Program**

These are titles of four packets in a series, *Nutrition and Defense*, prepared by the Information Exchange on Education and National Defense, U. S. Office of Education. The packets are available by loan.

National, State, and local Government and non-Government agencies and organizations, schools, colleges, and individuals interested in promoting health through nutrition education contributed information for the packet compilations.

The Information Exchange "nutrition education library" includes pictorial pamphlets on proper foods, suggested teaching units, well-charted publications for use in the home as well as in the classroom, and guides to Government and other sources of nutrition education information.

Better Nutrition, A National Goal, Packet XVI-G-1 discusses the program of nutrition and the role of "Mrs. America." It analyzes diets of families at various income levels and offers an example of a State organized nutrition program.

Foods children and adults need are reported in *Packet XVI-G-2, Eat the Right Foods*. It offers suggestions for

meal planning and describes a cooperative project in diet planning for local communities as well as a State home food supply program.

Luncheon foods necessary for school children are listed in *Packet XVI-ES-1, The School Lunch Program*. One may learn from this packet how to organize a school lunch program and how the school lunchroom may be made the center for health education in the community. It also suggests provisions for undernourished children and reviews sanitary requirements for school lunchrooms.

How to teach good eating habits is told in articles appearing in *Packet XVI-ES-1, Nutrition Education in the School Program*. This packet also presents sample units of study in nutrition for elementary schools and high schools and lists visual and auditory aids for nutrition teaching.

Some Contributors

Among contributors to the *Nutrition and Defense* series of packets are:

Home Economics Education Service,
U. S. Office of Education.
Consumer Counsel Division, Department of Agriculture.
Bureau of Home Economics, Department of Agriculture.
Home Economics Extension, Department of Agriculture.
Surplus Marketing Administration, Department of Agriculture.
Consumer Division, Office of Price Administration.
Nutrition Division, Office of Coordinator of Health, Welfare, and Related Activities.
Children's Bureau, Department of Labor.
U. S. Public Health Service.
University of Arizona, Department of Agriculture.
Honolulu, Hawaii, Central Nutrition Committee.
Idaho State Department of Education.
Indiana State Department of Health.
Kansas State College.
Kentucky University, Department of Home Economics.
Massachusetts Agricultural Experiment Station.
Ohio State University.
Oregon State College, Extension Service.
Tennessee Department of Agriculture.
Wisconsin Alumni Research Foundation.

Defense Training Films

"Properly constructed visual aids will be of great value in advancing the Nation-wide program of training of defense workers," according to Commissioner Studebaker. "The U. S. Office of Education has produced a series of motion-picture films dealing with mechanical skills and knowledge, expressly designed to be used by vocational teachers and shop instructors. These films will assist potential and employed defense workers more rapidly to learn and more thoroughly to comprehend the instruction being given them in vocational schools throughout the United States."

Motion pictures for training defense workers will soon be made available on a large scale through the terms of a contract awarded on a competitive basis by the Procurement Division of the Treasury Department for the U. S. Office of Education, Federal Security Agency to Castle Films, Inc. The films will be made available at low cost to defense-training centers, vocational schools, and industries offering apprentice training.

Fifty reels of sound film, 18 of which have been completed and the balance of which are now in production, will be reproduced in 16-mm. size. Castle Films will sell the sound-on-film reels at something less than \$9 a reel.

Forty of the films are on the subject of machine shop practice, and follow a detailed course in the handling of machine tools in precision work. Seven reels are devoted to the engine lathe, five reels cover precision measurement, five are on the vertical boring mill, five on the milling machine, five on the use of drill presses of various types, seven on bench work, three on the shaper, two on the action of single point cutting tools, and one on centering and layout. Ten of the reels still in production cover operations in shipbuilding.

The films were made by eight companies engaged in the production of commercial motion pictures, following a pattern developed by the U. S. Office of Education. Cooperating in the venture, machine tool manufacturers, industrial plants and vocational training specialists provided equipment and ad-

vice. State and local committees made up of key men in labor, industry, and vocational training cooperated by coordinating the subjects being filmed. This latter assistance was described as highly necessary because of variations in machine shop practice and terminology which differ in various parts of the country.

It is the plan of the Office of Education to build its film program in terms of the specific needs of the defense-training program. Another unusual feature is found in the films themselves, which are taken from the standpoint of the machine itself rather than of the operator as such.

Ultra-High Frequency Radio

In order to simplify and expedite procurement of equipment needed by 40 colleges planning to give engineering, science, and management defense training courses in ultra-high frequency radio technique, Massachusetts Institute of Technology has agreed to act as agent in applying for priority ratings for the group as a whole.

Purchase orders of the individual schools will be sent to Massachusetts Institute of Technology which will consolidate them, request priority ratings, and forward them to the manufacturers. Deliveries will be made directly to the respective institutions. This procedure was worked out at a meeting held in Washington, December 3, attended by representatives of Massachusetts Institute of Technology, the Priorities Division of OPM, and the engineering, science, and management defense training staff.

Training Expanding in New Jersey

The course in ultra-high frequency radio recently organized by the Newark College of Engineering has attracted so many registrations from employees of radio equipment manufacturers in northern New Jersey that additional sections are being asked for not only in Newark, but also in Hoboken, Boonton, and Red Bank (the latter for employees of the Signal Corps Laboratories at Fort Monmouth). The Hoboken section will be given by Stevens

Institute of Technology; those at Boonton and Red Bank by Rutgers University.

All will have identical content, with many of the lectures being given by key officials and specialists of such companies as Bell Laboratories, Western Electric, Westinghouse, R.C.A., International Telephone and Radio, and Measurements, Inc. Sections will be staggered so that the same subject can be presented by the same individual at each. Registrations have been tentatively accepted from 250 persons, all with the endorsement of their respective employers.

With only a few exceptions, all are college graduates, many with doctor's degrees. Announcement of this advanced course also evoked a large demand for more elementary courses and several of these are planned by the same institutions.

The New Jersey courses are designed primarily as in-service courses for those engaged in manufacturing ultra-high frequency equipment and should not be confused with the full-time courses for college seniors to be set up at 40 institutions throughout the country.

Citizenship Manuals

The first manual of a series being prepared by the National Citizenship Education Program is entitled, *The Nature of Our Task*. It surveys the historical background of the foreign-born in America, the difficulties they have faced and the contributions they have made to our cultural development. It then examines the specific fields in which help can be provided in solving the more general and insistent problems that the foreign-born face in day to day living. The manual provides teaching aids. It urges the teacher to allow the needs of the student to control the materials selected for study. To this end, the manual encourages the teacher to elicit questions from the pupils, and then seek to have the class work out many of the answers.

Manual No. 1 is the forerunner of a series of seven, each dealing with an important "area of living" in the world of the new citizen or the prospective citizen.

The teacher manuals will be supplemented by a larger series of student textbooks, which are also in preparation, according to Director William F. Russell. This work is being carried on at the University of Maryland under the supervision of Frank W. Cyr and Glenn Kendall of Columbia University, and Fred Wilhelus from the University of Nebraska, assisted by a staff of teachers recruited from many parts of the country.

The textbook and manual series, though intended primarily for instruction of the 5,000,000 foreign-born non-citizens and secondarily for the 9,000,000 foreign-born citizens, might well be used later for instruction of all prospective new citizens, it is explained. In some States efforts have already been made toward providing citizenship instruction for youths approaching their twenty-first birthday.

Off the Press!

Since the January issue of *SCHOOL LIFE* went to press, the following publications of the U. S. Office of Education have become available:

Food for Thought—The School's Responsibility in Nutrition Education.—This 32-page, illustrated pamphlet by Joseph Hirsh, Associate Specialist in Health Education on assignment to the U. S. Office of Education, deals with the problems of nutrition education through the schools, the need for adequate nutrition and balanced diets, some ways in which the schools of the Nation can cooperate, and school lunch programs. (Education and National Defense Series, Pamphlet No. 22, Price, 15 cents.)

Supervision of Secondary Education as a Function of State Departments of Education.—The history, organization, personnel, functions, activities, and co-operative relationships of supervision of secondary education, as exercised by State Departments of Education in the 48 States, are described by Carl A. Jessen, Senior Specialist in Secondary Education, and W. T. Spanton, Chief, Agricultural Education Service, in this, another in the series of monographs on Supervisory Functions of State Departments of Education. (Bulletin

1940, No. 6, Monograph No. 9. Price, 10 cents.)

Education of teachers: Selected bibliography, October 1, 1935, to January 1, 1941.—Benjamin W. Frazier, Senior Specialist in teacher training, has prepared the third extensive bibliography on teacher education published by the U. S. Office of Education. The first appeared as Bulletin 1933, No. 10, National Survey of the Education of Teachers, Volume I, and contained 1,297 annotated references published before June 1, 1932. Volume I was continued through Pamphlet No. 66 which contained 275 annotated and classified references published between June 1, 1932, and October 1, 1935. The present bibliography contains 356 references published between October 1, 1935, and January 1, 1941, with the exception of a few earlier basic references. (Bulletin 1941, No. 2. Price, 10 cents.)

Inter-American friendship through the schools.—The U. S. Office of Education conducted a research study for the specific purpose of ascertaining the extent of inter-American studies that are already a part of the school curriculum. Verna A. Carley, professor of education, University of Maryland, author of the bulletin, reports on the curriculum-learning opportunities and patterns of teaching relative to the development of inter-American understanding that are to be found in the elementary and secondary schools of the United States. (Bulletin 1941, No. 10. Price, 10 cents.)

Only a limited supply of free copies of any of the above-mentioned publications is available, but a sales stock is

maintained by the Superintendent of Documents, Washington, D. C., from which orders are filled.



World Federation Meets in Canada

At a joint meeting of representatives of the Canadian Teachers Federation and of the American members of the board of directors of the World Federation of Education Associations, recently held in Montreal, it was voted by the representatives of the World Federation of Education Associations to accept the invitation of the Canadian Teachers Federation to hold a meeting in Montreal, July 8, 9, and 10, 1942.

C. N. Crutchfield, secretary-treasurer of the Canadian Teachers Federation, in extending a written invitation to the World Federation of Education Associations, said:

Invitation Extended

"The least that we teachers on this side of the Atlantic can do is to keep the torch of freedom burning through our support of the one federation which represents the teachers of the world. We teachers of Canada feel that there will be a great need for a World Federation after the present disastrous war is won by our allies. The teachers of the devastated areas will be looking to us for leadership, and if we really have faith in democracy as a living, pulsating force we should unhesitatingly give that leadership when the necessity arises."

Bill of Rights Observed

PUPILS in public, private, and parochial schools in every State participated in the observance of Bill of Rights Day, December 15. Schools had many exhibits commemorating the 150th anniversary of the Bill of Rights between December 10 and January 15 in collaboration with libraries, civic, fraternal, and religious organizations under the auspices of local defense councils.

The address by President Roosevelt over a Nation-wide network, December 15, climaxed the Nation-wide observance. (See next page.)

The President Spoke to the Nation

The following radio address was made by President Roosevelt to the Nation, on Bill of Rights Day, December 15, 1941:

No date in the long history of freedom means more to liberty-loving men in all liberty-loving countries than the fifteenth day of December 1791. On that day, 150 years ago, a new nation, through an elected Congress, adopted a declaration of human rights which has influenced the thinking of all mankind from one end of the world to the other.

There is not a single republic of this Hemisphere which has not adopted in its fundamental law the basic principles of freedom of man and freedom of mind enacted in the American Bill of Rights.

There is not a country, large or small, on this continent which has not felt the influence of that document, directly or indirectly.

Indeed, prior to the year 1933, the essential validity of the American Bill of Rights was accepted at least in principle. Even today, with the exception of Germany, Italy, and Japan, the peoples of the world—in all probability four-fifths of them—support its principles, its teachings and its glorious results.

But, in the year 1933, there came to power in Germany a political clique which did not accept the declarations of the American bill of human rights as valid: A small clique of ambitious and unscrupulous politicians whose announced and admitted platform was precisely the destruction of the rights that instrument declared. Indeed the entire program and goal of these political and moral tigers was nothing more than the overthrow, throughout the earth, of the great revolution of human liberty of which our American Bill of Rights is the mother charter.

The truths which were self-evident to Thomas Jefferson—which have been self-evident to the six generations of Americans who followed him—were to these men hateful. The rights to life, liberty, and the pursuit of happiness which seemed to Jefferson, and which seem to us, inalienable, were, to Hitler and his fellows, empty words which they proposed to cancel forever.

The propositions they advanced to take the place of Jefferson's inalienable rights were these:

That the individual human being has no rights whatever in himself and by virtue of his humanity;

That the individual human being has no right to a soul of his own, or a mind of his own, or a tongue of his own, or a trade of his own; or even to live where he pleases or to marry the woman he loves;

That his only duty is the duty of obedience, not to his God, and not to his conscience, but to Adolf Hitler; and that his only value is his value, not as a man, but as a unit of the Nazi state.

To Hitler the ideal of the people, as we conceive it—the free, self-governing and responsible people—is incomprehensible.

The people, to Hitler, are "the masses" and the highest human idealism is, in his own words, that a man should wish to become "a dust particle" of the order "of force" which is to shape the universe.

To Hitler, the government, as we conceive it, is an impossible conception. The government to him is not the servant and the instrument of the people but their absolute master and the dictator of their every act.

To Hitler the church, as we conceive it, is a monstrosity to be destroyed by every means at his command. The Nazi church is to be the "National Church," "absolutely and exclusively in the service of but one doctrine, race and nation."

To Hitler, the freedom of men to think as they please and speak as they please and worship as they please is, of all things imaginable, most hateful and most desperately to be feared.

The issue of our time, the issue of the war in which we are engaged, is the issue forced upon the decent, self-respecting peoples of the earth by the aggressive dogmas of this attempted revival of barbarism; this proposed return to tyranny; this effort to impose again upon the peoples of the world doctrines of absolute obedience, and of dictatorial rule, and of the suppression of truth, and of the oppression of conscience, which the free nations of the earth have long ago rejected.

What we face is nothing more nor less than an attempt to overthrow and to cancel out the great upsurge of human liberty of which the American Bill of Rights is the fundamental document: To force the peoples of the earth, and among them the peoples of this continent, to accept again the absolute authority and despotic rule from which the courage and the resolution and the sacrifices of their ancestors liberated them many, many years ago.

It is an attempt which could succeed only if those who have inherited the gift of liberty had lost the manhood to preserve it. But we Americans know that the determination of this generation of our people to preserve liberty is as fixed and certain as the determination of that earlier generation of Americans to win it.

We will not, under any threat, or in the face of any danger, surrender the guarantees of liberty our forefathers framed for us in our Bill of Rights.

We hold with all the passion of our hearts and minds to those commitments of the human spirit.

We are solemnly determined that no power or combination of powers of this earth shall shake our hold upon them.

We covenant with each other before all the world, that having taken up arms in the defense of liberty, we will not lay them down before liberty is once again secure in the world we live in. For that security we pray; for that security we act—now and evermore.

Exhibits of Latin-American Teaching Materials

★★★ Traveling exhibits of Latin-American teaching materials are available for loan from the Library Service Division of the U. S. Office of Education. The exhibits, planned to further a better understanding of the Americas, have been prepared by the Office in cooperation with the Coordinator of Inter-American Affairs and the Department of State.

Approximately 150 exhibits are being prepared for use in elementary, junior, and senior high schools. These vary in size and subject emphasis. However, most of them are of a general nature, though special exhibits have been assembled to fill requests for additional information in regard to such subjects as science and art.

Contents of Exhibit

The following is typical of the contents of an exhibit prepared to show a general cross section of the life and culture in the Latin-American republics to schools having both elementary and secondary pupils:

- 25 readable books, including history, biography, geography, economics, poetry, folklore, science, art, archaeology, fiction, and picture books;
- 25 enlarged photographs of children and adults, homes, schools, churches, statues, scenery, birds, animals, industries, etc.;
- 10 pamphlets on such subjects as Indians, art, geography, current social problems;
- 6 pieces of handicraft consisting of textiles, wood carving, baskets, decorated gourds, and similar objects; flags, maps, postage stamps, and a decorative panel which forms a back-drop for the exhibit.

Sent Upon Request

Each article will be labeled with an explanatory legend. There will also be a detailed description of the exhibit as a whole. The exhibit is planned for display on a 3- by 6-foot table plus wall space for posters, maps, etc. Exhibits will be sent upon request to superintendents, principals, supervisors, or other authorized individuals.



Inspecting one of the exhibits.

Write to the Library Service Division of the U. S. Office of Education, Washington, D. C., for further details.



Here are prints of the postal savings stamps in the five denominations in which they are issued.

In 1942

Sharing America

by James Clarke, Education Division, Defense Savings Staff
United States Treasury Department

★★★ Fighting in the front ranks of those who would keep democracy active in our lives as well as in our thoughts are the schools of America. In many and various ways, they are helping our children to appreciate our democratic privileges and to see what we must do to keep these privileges.

One of the most effective ways in which schools can promote national unity and universal understanding of our problems is to participate in the national defense savings program. To help teachers and administrators establish this program as a continuing educational activity, the Treasury Department, in consultation with the U. S. Office of Education, has published its own suggested defense savings program for schools. The publication is called *Sharing America*.

"A Defense Savings Bond," the pamphlet begins, "is more than an investment; it is a *share in America*. Like the casting of a ballot, the purchase of a bond is the exercise of a right, the enjoyment of a privilege and the performance of a duty. It gives the indi-

vidual a true citizen's share in one of the greatest, one of the most heroic efforts this democracy has ever made. For we are going beyond the defense of the right to live in the kind of world we believe in; we are starting to build that world upon the foundations our forefathers laid."

To children watching anxiously and helplessly the progress of their nation's battles overseas, the defense savings program offers the most tangible and one of the most productive contributions they can personally make toward victory. The consciousness of being able to do something helpful is a great relief to war-frayed nerves. Getting into action is a remedy for fear.

Basic Principles

"The strength of a democracy," says *Sharing America*, "lies in the will of its people to give freely of their toil, their intelligence and their substance in the times that try men's souls." *Sharing America* suggests how they may do the most, each according to his talents, each according to his circumstances. Whatever form each school's

program takes it should follow the four basic principles outlined in *Sharing America*, namely, that there should be—

Student participation to the fullest extent; parent cooperation; continuing activity integrated with the life of the school; and educational value in all activities.

The schools are asked to decide for themselves whether students shall purchase defense savings stamps and bonds in and through the schools or from an outside source. They are asked to see to it that this purchase is voluntary, that there shall be no coercion.

In brief, the kind of defense savings activity the schools are asked to initiate is the kind that promotes action bred from individual understanding, not action prompted by authoritarian command. To develop their pupils' understanding of what America is fighting for, teachers are asked to approach defense savings from many points of view. The news-value of defense financing and what it means can be used to enrich many subjects of the curriculum—for example, social studies, history, mathematics, English, bookkeeping, the physical sciences, geography, and art. Teachers are encouraged to use their own ingenuity and imagination in developing this program.

To carry on the defense savings activities in the most democratic way possible, schools are asked to work through faculty and student defense savings committees. Faculty committees are to be responsible for developing and supervising a program especially adapted to each school. Student committees are to help spread understanding of defense savings to their schoolmates, and to carry on student-operated defense savings activities—such as stamp booths, special assemblies, and plays.

The *Sharing America* program also calls for the fullest cooperation between parents and teachers in launching and carrying on defense savings activities in the schools. Parent-teacher associations can be of invaluable assistance—by informing parents about what the defense savings program is trying to do for them and for their children. Some parent organizations have taken over the mechanism for selling stamps to school children.

If the defense savings program is to fulfill its purpose in any school, however, school officials, teachers, and parents must know and understand thoroughly just what its methods and objectives are.

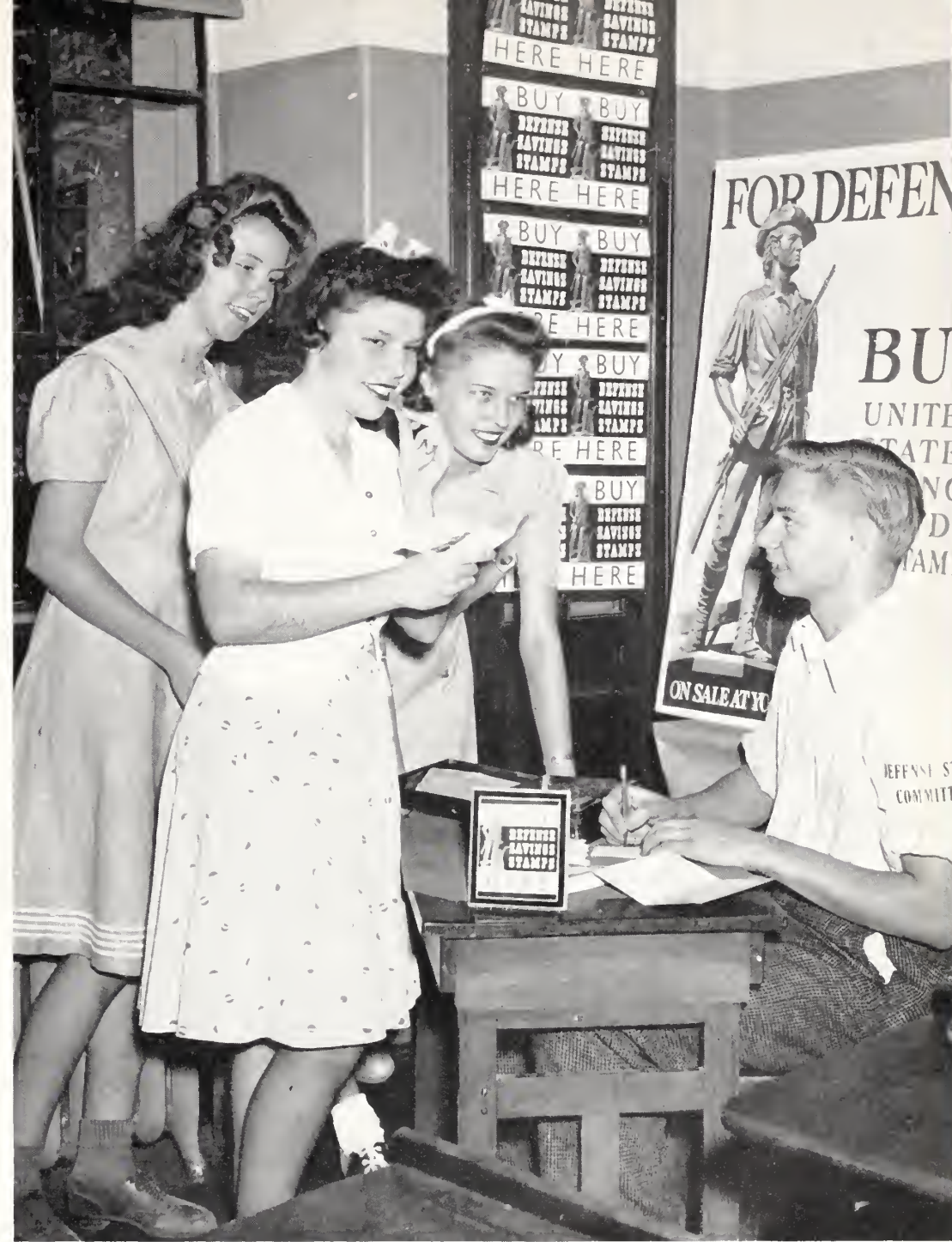
Purposes of the Program

First of all, the defense savings program was started to raise money for defense. That we have since become involved in war does not lessen the meaning of the word "defense," but makes it even far more significant. Since the program began in May 1941, Americans have demonstrated their faith in their country by investing more than 2 billion dollars in defense savings bonds and stamps. Yet that is not enough. They must invest more all the time, and out of current earnings for a reason that will presently be stated.

Most of us know that the Government can get more money more quickly from banks—and at a lower rate of interest. It chose, however, to ask the people for voluntary contributions. This was to give every man, woman, and child the chance to have a personal share in the Nation's struggle. The very act of deciding voluntarily to become active participants in national defense brings to solitary citizens a sense of belonging to a united nation.

Like paying for defense, the second purpose of defense savings is to buy us personal security for the future. No one knows what the future will bring, but the chances are that the war-time boom in wages and prices will be followed by a post-war slump when wages will drop. By buying defense savings bonds regularly, out of current earnings, Americans can build themselves a "backlog" against possible unemployment, wage decreases, sickness, or other emergencies. Defense savings bonds increase at the rate of 2.9 percent if held until they mature—in 10 years. Buying one bond a month now, at \$75 each, will bring a monthly income of \$100, 10 years from now. Regular, systematic bond purchase, which is the aim of the defense savings program, is also a good way to provide educational funds for children.

Bonds cost \$18.75 (\$25 maturity value); \$37.50 (\$50 maturity value);



Insignia for the defense savings program shows the Minuteman, an exact duplicate of the original statue by the famed sculptor, Daniel Chester French.

\$75 (\$100 maturity value); \$375 (\$500 maturity value), and \$750 (\$1,000 maturity value). They can be bought at most banks, all post offices, and from the Treasury Department direct by mail.

The bonds described are the series E, intended for small investors. The series F bonds are for organizations and corporations, and the G bonds are for individuals of large income.

Defense savings stamps, which are sold at post offices, banks, stores, rail-

way stations, and many other places, are intended to provide a method of systematic saving toward the purchase of bonds. Buying stamps releases individual savings for defense immediately. Stamps draw no interest until they are converted into bonds. They are like money and, if lost, cannot be replaced. Bonds, however, are registered in the owner's name and cannot be redeemed by anyone else. Stamps, which cost 10, 25, and 50 cents, \$1, and

\$5 each, can be kept in special albums until there are enough to exchange for a bond.

The third purpose of the defense savings program is to divert extra earnings from the purchase of nonessential consumer goods. This function of defense savings is one of the ways in which the Government is trying to fight off inflation. The others are price control and extra taxes. It is obvious that if everyone is trying to buy the same thing at once, prices will rise. With earnings going up and the supply of consumer goods going down—because of wartime needs for raw materials, factories, and labor—that is just what is happening here. Defense savings gives Americans a chance to do something themselves toward keeping down the high cost of living. By putting all they can spare into defense bonds and stamps, they can save toward that well-known rainy day.

The defense savings program is therefore dedicated to the welfare of the American Nation and its people, individually as well as collectively. The methods by which the program is being presented are designed to stimulate democratic action. People are not being told by an autocratic government to buy defense securities. They are being asked—by their friends and neighbors, by members of organizations to which they belong, by the people who, they know, have their best interests at heart.

This is of the essence of democracy—that people shall not be forced to join in a national effort, but that they will want to join, of their own free will. That the effort is dedicated to preserve democracy makes it all the more worthy of support. The schools of America will understand this need, because democracy gives to their teachers, their students, and their students' parents the freedom to seek the truth, to teach it and to learn it. The schools will also understand this need because democracy also gives teachers the freedom to practice free assembly, free speech, and self-government.

These methods prepare the student to be a citizen of a democracy. These methods develop the self-reliance and disciplined individualism of an American.

In 1918

War Savings and Victory

by F. A. Vanderlip, Chairman, War Savings Committee



★★★ When this country voted universal conscription it did the biggest single act in history to win the war. And when we voted universal conscription we voted that other men should go and fight for us; we voted that other men should go into that hell in France, should face those guns and go through all the torture of that horrible bombardment. And when we voted that other men should go, we dedicated ourselves to the winning of the war.

We must do our part, and do it to the fullest extent of our ability. Have we done it? Not yet. We are waking up. We are beginning to see what our part is. We are beginning to understand that we have before us such a situation as the world never knew before, something this nation never knew before; and that we must all begin to think nationally. We must think of our own conduct from a national point of view. We must begin to recognize what lies on our shoulders, each one of us, in the great task of winning this war.

War Our Main Business

The philosophy of the war savings movement is just a recognition that the Government is carrying on the main business of the United States today, namely, a war business; that ordinary business is not the main business any more. War cannot be conducted as a side line. It is our main business; and it is so great a business that the demands upon industry, upon manpower, upon the transportation of our raw material and food products, are so great that we must all give way. We must think nationally, and we must do national things in our individual conduct. We must recognize that thrift, that getting out of the way of the Government and placing our lives, our means, and our power at the disposal of the Government, is now a duty that

rests on every one of us. We are going to recognize that; we are going to feel it, and feel it very deeply the country over.

We are going to understand more of what thrift is than ever before; to see that the Nation has great things to hope for from this thrift movement, outside of helping to win the war itself. We will establish habits of thrift in our people. We are going to make them understand what thrift means nationally; that it means something more than individual welfare—it means national development.

Thrift the Basis of Civilization

The very foundation of the advancement of civilization lies in thrift. It means the foregoing of things that we may want for the moment in order that better things may be had for the future. And as we dignify thrift we demonstrate what it means nationally, what it will mean in the future; when instead of devoting the result of this thrift to destruction we have the same thrift devoted to upbuilding. The people are going to comprehend that with the increase of capital the demand for labor must increase, and the rewards of labor must be greater. This word "thrift" is going to be dignified. We are all going to understand better that individual character, as illustrated by thriftiness, will mean a greater Nation, and that character will measure the greatness of the Nation much better than numbers.

We are ready to devote every dollar of our wealth to the defense of the Nation; but we cannot devote our fixed wealth to the war. War is current effort, and it must be fought with current savings. The wealth that consists of the railroads and the farms, the houses and the house furnishings, will not fight the war. They are merely auxiliary. But we must make new things; we must create new products; and they

must be paid for, but not with that accumulated wealth. We cannot do it that way. They must be paid for with current savings.

Current Savings Will Win

If it was apparent at all last winter that we could not fight this war and continue living in comfort and luxury, commanding labor as we had commanded it, it is as clear as a bell now that we cannot do so. We must accept this philosophy, that we should help the Government by getting out of the Government's way, and by contributing to the Government that purchasing power which it must have for this perfectly huge task, a task that we have not begun to measure.

A Hundred Million Victories

To win the war we should at once have a hundred million victories on the part of a hundred million people. We are each of us going to have our victory over selfishness, over individualism; we are going to conquer, and we are going to develop a patriotism that will make us better citizens after the war than we were before. And it is because of these hundred million victories that we know we will have—we are having them right along—that we can look without apprehension to the future of America. It is in that hundred million victories that we are going to be reborn, members of the greatest democracy that the world has ever seen.—From *National School Service*, Washington, D. C., September 1, 1918, Vol. 1, No. 1.

"War Against Waste" Lesson

The State of Maine's secondary schools will use the War Against Waste lesson as a basis for classroom discussion of the consumer's role in national defense, it was announced recently by the OPA.

State Commissioner of Education Harry Gilson is making plans for introducing the outline into every high school in the State.

Prepared by the staff of the Consumer Division, Office of Price Administration, the lesson is intended to inform students why and how critical supplies required for national defense and essen-

"Victory Is Our Only Objective . . ."

AT THE SUMMONS of Vice President Wallace, the Supply Priorities and Allocations Board held a special meeting December 9 in the Vice President's office and adopted the following declaration:

FROM NOW ON, every action by this Board and by the related civilian agencies of the Government must be keyed to one goal—complete victory in this war which has been thrust upon us.

FROM THIS MOMENT we are engaged in a victory program. We can talk and act no longer in terms of a defense program. Victory is our one and only objective, and everything else is subordinate to it.

IT IS CLEAR that a vastly expanded national effort is imperative. Production schedules for all manner of military items must be stepped up at once. Every activity of our national life and our civilian economy must be immediately adjusted to that change. To attain victory we aim at the greatest production which is physically possible; we call for the greatest national effort that can possibly be made.

THIS POLICY applies all down the line—in the agencies of Government, in industry, in agriculture, in commerce, in labor, in every phase of national life. There is but one standard for activities in all of these fields—the simple question, "Is this the utmost that can be done to bring victory?" Policies and actions which meet that test must be adopted; those which do not must be rejected.

A UNITED PEOPLE will harness the unparalleled might of the United States to one word and one slogan—VICTORY.

From *Defense*, official weekly bulletin of Defense Agencies in the Office for Emergency Management. December 9, 1941.

tial civilian uses should be conserved.

The lesson, together with supplementary background material, including "The Consumer's Pledge for Total Defense," is available to schools on application to the Office of Price Administration, Washington, D. C.

Working on Special Problems

Floss Ann Turner, associate professor of elementary education, Colorado State College of Education, and supervising teacher in the third grade of the Ernest Horn Elementary School, is devoting a sabbatical leave to voluntary services with the U. S. Office of Education.

During the months that she is with the Office she is studying particularly the problems of bilingualism and the non-English speaking child. The U. S. Office of Education Library and specialists in the Office are cooperating with Miss Turner in her work. She is also making studies of conservation education, and other elementary school projects.

Easter Seals for Crippled Children

The ninth annual sale of Easter seals for crippled children, sponsored by the National Society for Crippled Children and its affiliated State and local organizations, will be conducted this year from March 10 to April 5. Seeing to it that every crippled child has a chance for physical correction and education in order that he may become a well-adjusted person is a responsibility of which the average American is becoming more and more conscious. The prevention of crippling conditions, too, is becoming more and more a responsibility that society must inevitably meet. Anything that calls our individual and collective attention to these serious problems deserves commendation and support. To buy Easter seals and to use them during this season of good will is to give one's personal approval to a manifestly worthy and necessary work.

Philippine Education

by *Pedro T. Orata, National Council of Education*

★★★ Generally speaking, the American people are not conversant with educational work in the Philippines. Even among specialists in education, knowledge about the situation in the islands is about as meager as it is oftentimes inaccurate. How much is the United States spending for the education of the Filipino people? Are there opportunities for high-school and college education in the Islands? What steps are being taken to prepare Filipinos for teaching? Such questions are frequent. Facts are that the United States Government is not now spending money for Philippine education, and never has; that our oldest institution of higher education, the University of Santo Tomas, is a quarter of a century older than Harvard; and that we have several normal schools and even a larger number of colleges of education that prepare teachers for public- and private-school work. In short, the Philippine educational system is a going concern of considerable magnitude. Like all other departments of the Philippine Government, the Bureau of Education and similar educational agencies are supported by the Commonwealth Government, and are under Filipino management and supervision.

Forty-first Annual Report

The purpose of this article is to summarize educational progress and trends in the Philippines, basing the summary mainly upon the Forty-first Annual Report of the Director of Education which has just been released.¹

Since 1935, the date of the inauguration of the Commonwealth Government, the Philippine public-school system has greatly increased in enrollments. In the number of elementary



Grade III children at their classroom library table, Padre Zamora Elementary School, Rizal.

schools only two States, Illinois and Texas, exceed that of the Philippines. The Islands have five times as many schools as Delaware and Nevada; twice that of Ohio, Oklahoma, Mississippi, and Georgia; and more than five times the combined total of all the other outlying possessions and Territories. In elementary school enrollment the Philippines are ahead of the individual States in the Union, the nearest rivals being New York with 200,000 less and Pennsylvania with nearly 300,000 less. In the number of high schools, however, the Philippines suffer in comparison with 40 of the 48 States. In enrollment, of which no comparable data are available, there is reason to believe that the Philippine figures are even lower.

For the education of the children of school age of 300,000 Indians the United States Government is spending

nearly as much as the Commonwealth Government of the Philippines is devoting to the education of the children of its 17 million inhabitants. Compared with the various States the appropriation for education in the Philippines is exceeded by 21, New York's figures being more than 10 times that of the Islands.

Contrary to the prediction of foreign observers the Philippine educational system has expanded since 1935 as the following statistics show:

	1935	1940	Increase
Number of schools.....	7,830	12,057	4,227
Number of teachers.....	27,921	43,754	15,833
Enrollment.....	1,229,242	1,940,729	711,487

Professional Preparation of Personnel

The problem of securing a sufficient number of professionally prepared teachers is still acute. It is known that

¹ Salvador, Celedonio. Forty-first Annual Report of the Director of Education, July 1, 1939, to June 30, 1940. Manila, Bureau of Printing, 1941. 162 p.

on August 1, 1939, the percentage of elementary teachers without adequate professional preparation was 50.1. (The term adequate professional preparation means graduation from the normal or secondary normal curriculum or its equivalent.) This problem is being met in either of two ways: (1) Refusing to open more classes unless professionally prepared teachers are available; and (2) placing of more emphasis on in-service education of teachers through vacation normal classes and field supervision. In 1939 five vacation classes were made available for teachers in strategic locations. More than 4,000 teachers from every province of the Islands attended. In addition, 718 teachers of physical education enrolled in physical education courses conducted in Manila by the Bureau of Education. (These figures do not include the enrollment in private schools and colleges in Manila and in the provinces.) To intensify supervision an additional staff of 369 superintendents, supervisors, and principals were appointed.

In order to meet the yearly demand for more educational facilities the Educational Act of 1940 was passed by the last assembly and went into effect at the beginning of the present school year. Among other things this act provides for: (1) The shortening of the period of elementary education from 7 to 6 years; (2) the institution of the double-single session plan in the primary grades—one class of 40 pupils in the morning and another class of the same number in the afternoon for each teacher; and (3) the nationalization of the intermediate classes. According to estimates this plan should enable the Government to accommodate one-half million more pupils without a corresponding increase in appropriations for the schools. To what extent the plan will mean curtailment of educational standards has not been determined.

New Subjects Added

In order to meet more adequately the educational provision of the constitution of the Philippines new subjects have been added to the secondary curricula, namely: Combined military training and physical education, character and



Youthful cadets at the Lamitan Elementary School, Zamboanga. Preparatory military training embraces all boys above 9 in the public schools. The program is integrated with physical education.



The school plant, with its well-kept grounds and buildings, is the pride of many a community. Photo shows the Bamban Elementary School, Tarlac.

health, and the national language. Heretofore the pupils have been prohibited from using their native tongue in the school premises because, so it was claimed, allowing them to use any other language but English would interfere with their learning of that language. Since the selection of the Tagalog as the national language it has been offered in the secondary schools for the first time. Also it is now permissible for teachers to use the local vernacular as a supplementary medium of instruction in the primary grades.

There is a strong trend toward of-

fering more vocational courses in the high schools. In fact, after several years of trial and experimentation in 13 public secondary schools, the so-called type A curriculum has been generalized this school year. This curriculum contains a liberal amount of vocational exploratory courses as well as purely vocational courses. The reason for the general adoption of this type of curriculum is to meet the vocational needs of the various communities, to satisfy the specific aptitudes and interests of individual pupils, and to prevent the schools from becoming



Club work is an important phase of the prevocational studies in the elementary grades, in both gardening and shop; and most pupils have a club project at their homes. This photo shows a grade VI boy with his poultry project.

purely academic institutions as they have tended to become in the last few years. This trend is accompanied by a corresponding revision of the elementary curriculum. Meanwhile regional vocational schools—trade, agriculture, normal, commercial, nautical, and home economics—have been strengthened and enriched by nationalizing them.

The Educational Act of 1940 is both an evidence of an increasing amount of critical attitude among political leaders concerning matters educational and a cause of still greater interest in education among laymen. Surveys have been made of the educational needs of the country and plans projected to meet those needs. At the same time teachers, supervisors, and administrators were not indifferent to these criticisms. They had conferences and conventions, in one of which the following changes in the school system were approved, some of which have been made:

1. That a type A curriculum in its present, or in an improved form, be generalized in the public-school system. (Effective July 1941.)

2. That home economics be offered in all public secondary schools and the action already taken by the Bureau of Education in prescribing home economics courses in all public secondary schools beginning with the school year 1940-41 be indorsed. (In effect now.)

3. That a committee be created to study the

desirability of liberalizing the entrance requirements to colleges and universities. (Under study.)

4. That a more definite source of income for the support of secondary education be provided in order to stabilize the finances of secondary schools. (Carried out in part.)

A Check-up on the Findings

A survey of the Philippine school system was undertaken by a committee headed by Paul Monroe of Columbia University back in 1925 at the invitation of the Philippine Government. The committee made 76 specific recommendations. Two committees were appointed to study these recommendations with a view to determining the extent to which they have, so far, been put into effect. These committees, working independently, decided that 47 of the recommendations have been followed, and that, principally because of the lack of sufficient funds, 29 were not followed or were followed for a time and later abandoned.

Public Relations

Most of the work of keeping the people informed on the activities of their schools is handled by local school officials. An example may be found in the activities of the Iloilo School of Arts and Trades during the time of its con-

version into a national regional trade school. Thousands of people visited the open house exhibit and read the pamphlet issued by the school describing the trades taught there. Earlier the school had exhibits at the Jaro Carnival and at the Iloilo Charity Fair. The school newspapers also carry on this public-relations program. Of the 144 secondary schools 44 publish newspapers which are managed by the pupils themselves, under the supervision of faculty members. Child health days, home visits by the home economics teachers, garden days, and farm exhibits are common ways of informing the communities about the varied activities of the schools.

For many years the Bureau of Education has encouraged secondary schools to hold vitalized commencement exercises, realizing the possibilities these exercises have for interpreting the school to the community and for providing the students with crystalizing educative experience. In many agricultural and vocational schools the exercises are accompanied by exhibits of students' work. In the academic schools a cultural or civic phase of contemporary life is presented in a significant manner.

Curriculum Revision

Steps have been taken to revive Filipino folk ways, folk dances, and folk songs by including them in courses in character education. In 1931 the Bureau of Education gathered legends from the field for use in the preparation of readers for the elementary grades. Studies of customs and traditions of both the educated and unlettered Filipinos are being made or have been made and the results incorporated in courses of study. The normal curriculum has been revised to include courses in Philippine history, sociology, nature study, and the national language. Optional electives are included. In the main, the new curriculum gives less emphasis to the professional and professionalized courses and subjects, and more attention to those courses which aim to broaden the general education and culture of the student-teachers. More emphasis is given to local material. At

the same time the National Council of Education, established since the inauguration of the Commonwealth and recently strengthened, is devoting considerable time to laying down fundamental principles of curriculum development that will be more responsive to the needs and conditions of the Filipino people.

Education for National Defense

The nation's school system, like all other departments of the Commonwealth Government, is geared to national defense. Food-production campaigns have been started in the schools in which boys and girls take an active part. Military training is compulsory beginning with upper grades of the elementary school. Teachers have been given assignments to perform in case of emergency. Facilities for accommodating evacuating pupils in places of evacuation are in readiness to function on a moment's notice. Through the schools the public is being taught how to behave in time of air raids, not to be hysterical and panicky, and to be helpful to others in distress. The schools are being organized in other ways to help the people develop and maintain their morale.

Educational Research

The central office of the Bureau of Education has a measurement and research section whose function is to measure educational progress in the various divisions. Research is being done in the field by teachers, supervisors, and superintendents who undertake studies that are of immediate interest to them, the results of which can immediately be put to use in the improvement of instruction and supervision. These studies are usually reported in the annual reports of superintendents, principals, and division supervisors.

EDITOR'S NOTE.—This article on Philippine education was received from Dr. Orata shortly before "December 7." The author had served as a staff member of the U. S. Office of Education, for a period, before his return to the Philippines.

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First Report

School Level of Adult Population

by Emery M. Foster, Chief, Statistical Division

TABLE 1.—Number and percent of persons 25 years old and over by years of school completed and median years completed, for the State, urban and rural: 1940—Utah

Years of school completed	Number				Percent			
	The State	Urban	Rural—non-farm	Rural—farm	The State	Urban	Rural—non-farm	Rural—farm
1	2	3	4	5	6	7	8	9
Persons 25 years old and over.....	267,863	159,303	67,699	40,861	100.0	100.0	100.0	100.0
No school years completed.....	3,930	1,788	1,048	1,094	1.5	1.1	1.5	2.7
Grade school:								
1 to 4 years.....	10,797	5,793	3,107	1,897	4.0	3.6	4.6	4.6
5 and 6 years.....	16,274	9,101	4,322	2,851	6.1	5.7	6.4	7.0
7 and 8 years.....	79,019	43,112	21,352	14,555	29.5	27.1	31.5	35.6
High school:								
1 to 3 years.....	57,136	30,962	16,423	9,751	21.3	19.4	24.3	23.9
4 years.....	52,542	35,491	11,449	5,602	19.6	22.3	16.9	13.7
College:								
1 to 3 years.....	29,291	19,171	6,466	3,654	10.9	12.0	9.6	8.9
4 years or more.....	16,324	12,343	2,932	1,049	6.1	7.8	4.3	2.6
Not reported.....	2,550	1,542	600	408	1.0	1.0	.9	1.0
Median years completed.....					10.2	10.8	9.7	9.0

TABLE 2.—Percentage of persons 25 years and over by years of school completed and median number of years completed, 1940

Years of school completed	Arkansas	Delaware	Idaho	Montana	Nevada	New Mexico	North Dakota	South Dakota	Vermont	Wyoming
No school years completed.....	3.9	3.3	0.9	1.6	3.0	10.7	2.1	1.2	1.6	1.9
Grade school:										
1 to 4 years.....	19.3	9.6	4.3	5.9	5.8	16.6	8.7	6.0	4.6	5.2
5 and 6 years.....	18.4	13.0	6.7	8.0	6.3	11.5	10.1	8.8	7.4	7.2
7 and 8 years.....	29.6	31.1	38.4	39.8	30.3	23.0	45.1	45.5	39.4	34.1
High school:										
1 to 3 years.....	12.7	17.3	18.1	14.8	17.4	13.1	10.6	12.8	18.3	18.1
4 years.....	8.7	14.0	16.0	15.7	19.5	12.2	10.8	12.9	17.9	18.6
College:										
1 to 3 years.....	4.0	4.3	9.6	8.6	8.7	6.7	7.9	8.2	5.5	9.0
4 years.....	2.2	5.2	4.4	4.8	6.5	4.4	3.5	3.8	4.1	5.1
Percent not reporting years completed	1.2	2.2	1.4	0.9	2.5	1.8	1.1	0.8	1.2	0.8
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median years completed.....	7.5	8.5	8.9	8.7	9.6	7.9	8.3	8.5	8.8	9.2



The United States Bureau of the Census has released to date (December 15, 1941) data for 11 States on the question relative to the years of school completed by each person, which has replaced the illiteracy question on earlier censuses.

The data have been released by the Bureau, State by State, as Series P-6. The type of data which are available for each State in these releases is illustrated in table 1 for Utah, that being the first State for which data were made available.

Median Education

While in Utah the median education for those living in the cities is almost completion of the third year of high school, those on the farm have com-

pleted only the first year of high school. The proportion of college graduates residing in the cities of Utah is three times that of those living on the farms, but the proportion of persons having some college work, living in cities, is less than twice as great as for those living on farms.

The percentage of persons 25 years and over, by year of school completed and median years completed, are given in table 2 for the other 10 States for which data are available. Similar data for Utah are in column 6 of table 1. The data for Arkansas with its large Negro population are especially interesting in comparison with the other States and show how valuable will be the more detailed data to be released later.

Defense and After-the-War Training

by C. M. Arthur, Research Specialist, Vocational Division

★★★ Two themes were given careful consideration at the sessions of the thirty-fifth annual convention of the American Vocational Association, held in Boston, December 10 to 13, inclusive.

Primary emphasis was placed in convention addresses and discussions upon the necessity for stepping up and making as effective as possible programs designed to provide preliminary and in-service training for work in national defense industries. Of special significance, however, was the emphasis laid upon the necessity of formulating an adequate program for training persons for employment under the conditions it is expected will obtain with the consummation of peace.

Quoting the Administrator

Foremost among those who sounded the call for a wisely formulated plan of vocational education to be put into operation following the war, was the Administrator of the Federal Security Agency, Paul V. McNutt. Speaking at the annual banquet of the association, Mr. McNutt said:

"Educational groups and Government must make plans so that the schools may be ready to do their part in facilitating those adjustments which the transition to peace will require." Among other pronouncements made by Administrator McNutt were the following:

"Some of the things which the vocational educators may then be called upon to do can even now be envisaged. Doubtless you will again, as after the World War, be called upon to help retrain many of the men returning to civil life from the armed services. Doubtless you will be called upon also to retrain many of the workers now engaged in defense production whose services will no longer be required in the armament or heavy goods industries.

"... only about 14 percent of American youth (14 to 21 years of age) are enrolled in schools and colleges. The special significance of this small percentage would seem to me to be just this: That if means could be devised by which a much larger percentage of the 18- to 21-year-olds might be retrained in schools providing significant educational activities appropriate to their interests and needs, those schools would then be making an even greater contribution to matching youth to jobs than they have heretofore been able to do. . . .

"It will be necessary to provide appropriate and varied curricula in the high schools and post-high-school institutions for large numbers of older youth.

"It will be necessary, secondly, to devise better means by which those youth who desire to do so may be enabled to take advantage of the various and appropriate educational opportunities provided. . . .

"One of the most significant and successful phases of the Federal Government's service to youth in recent years has been the arrangement by which needy youth have been enabled to earn the small amounts necessary for their continued attendance in colleges by employment on student-work projects provided by the schools themselves. A continuation of this program, with appropriate modifications of administrative policy and procedure might well provide the means by which much larger numbers of youth could profitably continue their attendance in post-high-school vocational institutes and junior colleges in the years ahead."

Quoting Senator Lee

Senator Josh Lee of Montana in his address at the banquet, which had for its general theme, "deploying for battle," reminded his audience that industrial and agricultural education will have vital roles to play in solving post-

war, unemployment problems as well as in speeding up war efforts on the farm and in the factory.

"To meet the emergency," said Senator Lee, "we can start by decentralizing our big farming efforts. We can make family farming attractive so that the small farmer can compete (with the aid of instruction in vocational agriculture) by establishing him on his own small farm. When a man owns land he will fight for it—fight to the last to defend it from aggressors."

Senator Lee believes that vocational agriculture, because it helps to return men to the soil, bears the key to the development of national morale that will not countenance defeatism.

Quoting Association President

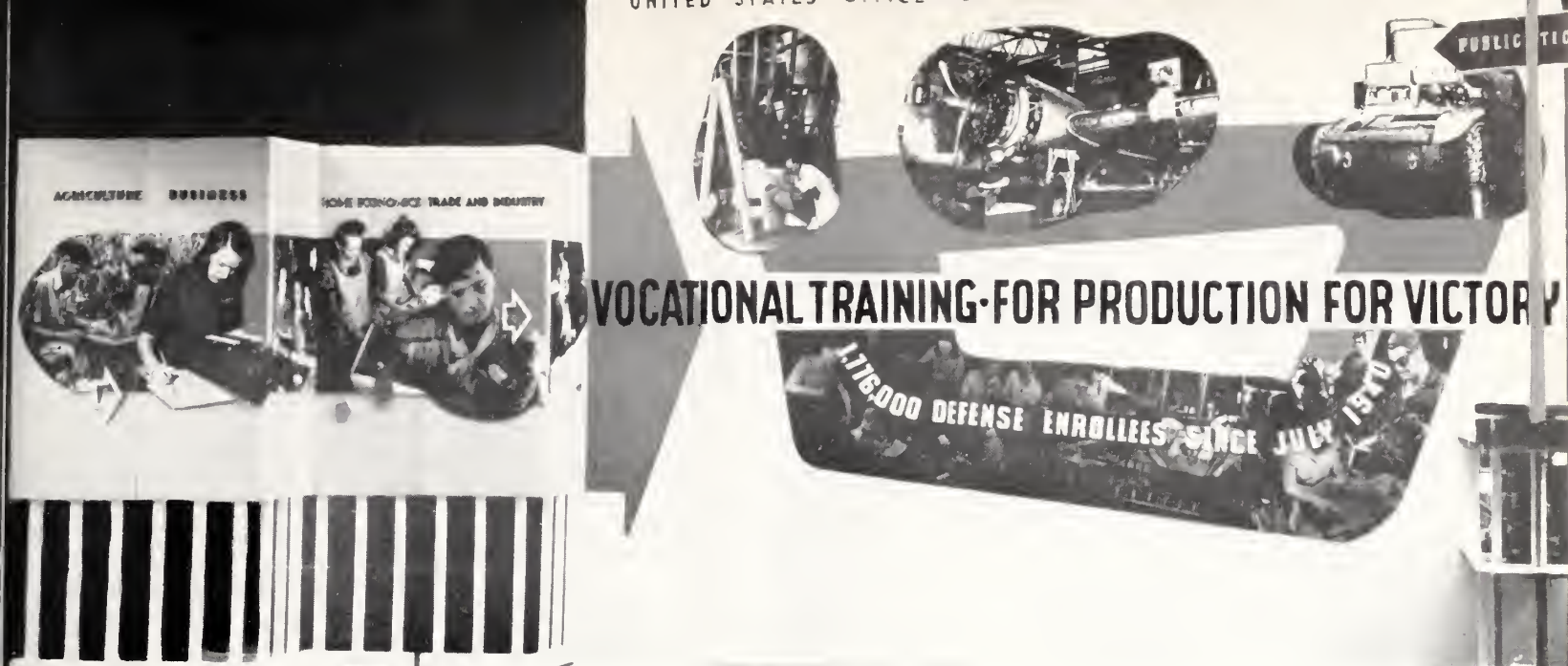
Stressing the need for a clear-cut, well-defined program of vocational education after the war, Oscar W. Rosenthal, president, The Builders' Association, Chicago, advocated that:

(1) A well-organized program of vocational guidance be set up for the students of all school systems, but more particularly for students of vocational schools.

(2) A plan be worked out whereby full understanding could be secured among industry, labor, and the vocational school in formulating, establishing, and operating programs of vocational education. In this connection Mr. Rosenthal stressed particularly the value of advisory committees for vocational education on which employees, employers, and educational authorities have equal representation.

(3) Large area vocational schools—county or district, for instance—be set up so that varied types of training may be available to rural youth; and that, if necessary, transportation to and from such schools be provided.

(4) Vocational schools in planning their curricula, consider the develop-



U. S. Office of Education exhibit at A. V. A. Convention

ment of new industries and the occupational problems arising in such industries. In this connection Mr. Rosenthal cited the increase in the use of plastics, and the new skills that workers in plastic industries will be required to master.

(5) Vocational teachers be required to enter work in industries for given periods at frequent intervals in order that they may keep abreast of latest developments in technical processes and in work technique.

(6) Every effort be made to insure that vocational schools' curricula are in keeping with current vocational needs of workers in industry.

Agricultural Education

Agricultural education groups attending the A. V. A. convention considered such topics as agricultural education and defense, training programs for out-of-school farm youth, long-time vocational agriculture programs, establishment of young men in farming, agricultural education standards, and F. F. A. activities.

D. M. Clements, agent southern region, Agricultural Education Service, U. S. Office of Education, told members of the association that vocational agriculture has a vital part to play in getting farmers to produce quantities of food sufficient to meet the needs of military forces

and civilians during the war period. W. T. Spanton, Chief of the Office of Education's Agricultural Education Service, assured agricultural educators that the "Food for Freedom" program of increased agricultural production launched by Secretary of Agriculture Wickard is being widely sponsored by State supervisors of agricultural education throughout the country. He stressed the cooperation of vocational agriculture supervisors and teachers in setting up part-time and evening classes for out-of-school youth and adult farmers, to assist them in the repair and maintenance of farm implements and machinery. Dr. Spanton called attention to the drain on the supply of agricultural teachers resulting from the entrance of many of them into military service, and into other fields of defense work and cited also the lessened enrollments in agricultural college courses of prospective agriculture teachers.

Trade and Industrial Education

Trade and industrial supervisors and teacher trainers will be faced with increased responsibilities for providing preemployment training for occupations affected by social legislation beneficial to workers in industries, following the war, John A. McCarthy, State director of vocational education in New Jersey, told the supervisory and teacher-train-

ing group. The training "screens" through which the prospective worker of today must pass in order to be successful have increased in number, Mr. McCarthy said. He cited the need of training for new employments, those displaced in industries now classified as "nonessential." "Eventually," Mr. McCarthy stated, "the training facilities which are now being used for defense training will have to be used to rehabilitate the victims of modern warfare."

Discussing the need for and the advancement in training programs for public-service employees, James R. Coxen, consultant in public-service training, Office of Education, declared that such training programs should be:

(1) Organized, financed, and conducted on a district, county, or State basis, rather than on a local basis.

(2) Conducted on a cooperative basis; that is, city, county, and State agencies should cooperate in providing training.

(3) Taught by instructors with a practical knowledge of the needs of the group under instruction.

(4) Based upon a clear understanding of the purpose of public training.

What can be accomplished in the field of public-service training through concerted effort, was outlined by Fred W. Hosler, director, public-service institute, Pennsylvania Department of Public Instruction.

"During the past 2 months," Mr. Hosler said, "the Pennsylvania Public-Service Institute has conducted 61 county defense training institutes, in which emergency medical service, first aid and Red Cross services, and fire and air raid warden services were outlined for the leading public citizens and local councils of defense.

As an evidence of the different types of work which women may perform, R. W. Hambrook, senior specialist, trade and industrial education, Office of Education, enumerated the types of work women in England are doing, and for which women here may be trained. English women, he said, are performing common labor, clerical work, semi-skilled work and work involving limited skill. Former factory workers (28 percent) and household workers (23 percent) compose the bulk of the women defense workers in England. Women are selected for work on the basis of past experience, mechanical ability and finger dexterity tests, and through final tests on the job. They are trained in plants, in technical and training schools, and in what is known as Ministry of Labor training centers, and in some instances, in special schools.

Louise Moore, agent, trade and industrial education for girls and women, Office of Education, called attention to the fact that since 1870 women have formed a constantly increasing proportion of the total labor force in the United States, and that they now constitute one-fourth of all workers. Their largest opportunities are in the service fields, and in manufacturing. Women have already been trained in airplane construction work, lay-out work, riveting, drillpress work, sub-assembly inspection, parachute construction, electrical assembly, radio assembly, on bench lathes and screw machines, on kick press and hand tapping machines, in blueprint reading, drafting and tracing, and in specific phases of lens grinding and polishing.

Present and future needs of industry for women workers was discussed by Bertha M. Neinberg, acting director, Women's Bureau, U. S. Department of Labor. Many small parts used in gun and instrument ammunition and air-

plane factories, which require care in manufacture and accurate inspection work, may be made by women, she said. Women excel in this type of work, she stated. Forty percent of the workers in the Federal Arsenal at Frankford, Philadelphia, Pa., and at the Wales Arsenal, are women. The percentage of women in war work will, she believes, increase materially in the airplane, engine manufacturing, tool making, machinery production, and ship building fields.

Home Economics Education

Discussions in the home economics sessions of the convention centered around the problems involved in carrying on the long-time program of home economics education and at the same time rendering maximum service in the homemaking problems arising from defense and war conditions.

As a result of these discussions a tentative outline covering the contributions home economics education may make through school and community programs in helping to solve special problems growing out of emergency conditions, was prepared by a special convention committee appointed for the purpose.

This outline emphasizes the aspects of home and family living in which education may play a valuable role. It stresses the necessity of providing training in home economics schools and classes on the problems involved in building and maintaining family health by providing for adequate nutrition; through careful home nursing measures; through selection and conservation of clothing; through adequate child care; through proper management of resources; and through recreational activities.

Special attention is given in the outline to the proper management of family resources, which are being radically changed for most families as a result of the increased cost of living, the higher taxes, and increased or decreased incomes. The necessity of stressing, in home economics instruction, problems incident to the selection, use and conservation of consumer goods; the curtailment of specific consumer services;

the impact of defense upon family resources; the difficulties of workers migrating to defense areas; and the impact of defense on family life as a whole, is emphasized in the outline.

Business Education

An outstanding discussion on training in the field of distributive education was conducted by Paul H. Nystrom, member of the Federal Advisory Board for Vocational Education, professor of marketing, Columbia University. "It is absurd to assume that a retail salesperson can be trained in a few hours or even in a few days," Dr. Nystrom declared. "The attainment of vocational proficiency, even with the best possible training, will require months or even years. We must somehow get the idea over to employees as well as to vocational training teachers that no short course, no matter how intensively conducted, can do more than serve as a step toward proficiency."

The need for training for retail selling can best be met, according to Dr. Nystrom, "by a program of combined study and experience offered to persons in retail employment, who have shown by past performance and tests that they have the necessary qualities and aptitudes for this kind of work," which he believes would require a period of 3 or 4 years. He advocates courses in related subjects in which it will be possible to give the trainee "a sound foundation of useful and necessary knowledge." He suggests that diplomas or degrees be granted graduates of retail selling. In addition, he suggests that trade associations sponsor training in retail selling. "There is no more important service that any trade association can possibly sponsor than the education of its members," he declared.

Citing the results of research, which show that 80 percent of the graduates of commercial departments in high schools in stenography and bookkeeping take positions in other business fields, Harold B. Buckley, chief of business education, Pennsylvania Department of Education, advocated that business education programs be founded on facts derived from actual surveys of local conditions. Such research, he says, shows that approximately half of the

students in the high-school commercial department should have training for selling and store work—in distributive education, in other words. Alberta McFarlane, educational director, National Restaurant Association, told a convention audience that a daily saving of thousands of dollars could be effected through training programs for the more than one million employees in the restaurant industry.

Occupational Information and Guidance

Among principal topics covered by the occupational information and guidance group at the convention were the special training needs revealed by vocational guidance techniques, and methods of vocational diagnosis.

Discussing the second of these topics, Edwin H. Davis, director of educational research and guidance, Vermont Department of Education, stressed the importance of the cumulative record of the individual pupil and the personal interview as aids in making individual vocational diagnosis. "I realize full well," Dr. Davis declared, "the tremendous importance of tests, exploratory and try-out experiences, the making of vocational and educational plans, and guidance clinics. However, for the practical purposes of a counselor, I am placing a cumulative record and the arrangement of an individual counseling interview as the two most important methods of diagnosis."

Dr. Davis explained that the cumulative record calls for information on the social and economic status of the individual, his health and physical condition, school achievement, standardized test records, measures of vocational interests and aptitudes, personality and trait ratings, vocational activities and achievement, anecdotal notes from teachers and other individuals, employment record, and vocational and educational plans. Armed with such information, the counselor is in position to further diagnose the individual vocationally through a personal interview.

Convention Resolutions

In a series of resolutions adopted at its final business session, December 13, the American Vocational Association recommended that "vocational defense

training" be designated in the future as "vocational victory training." Association members pledged their "united and untiring efforts" and the "complete utilization of our schools and training facilities throughout the Nation, in an all-out-training-for-victory program," and declared that "efforts would be doubled and redoubled to advance production of essential war materials."

The association also pledged the efforts of its members to the successful consummation of the "Food for Freedom" campaign launched among farmers by the U. S. Secretary of Agriculture, and to the program recognizing the contribution of the home to national security. They also reaffirmed their belief that the "responsibility for vocational education should continue to rest with the public-school systems of the State and local communities, with financial aid and guidance from the Federal Government."

Association Elections

John J. Seidel, State director of vocational education, Maryland, was elected president of the American Vocational Association for the ensuing year at the annual convention meeting of the Association's House of Delegates. Mr. Seidel has been a member of the executive committee of the association for 4 years.

Arthur B. Mays, professor of industrial education, University of Illinois, was elected for a 3-year term as vice president representing the industrial arts education section of the association.

Vice presidents reelected for a 3-year term include: Dr. Nystrom, professor of marketing, Columbia University, New York, N. Y., vice president for the business education section; and Florence Fallgatter, Iowa State College, vice president for the home economics section. For the 2 years remaining of the term of Mr. Seidel as vice president for the industrial education section, the association selected John A. McCarthy, assistant commissioner of education in charge of vocational education for New Jersey.

Charles W. Sylvester, director of vocational education for the board of education, Maryland, was reelected treasurer, for the fifteenth year.

Toledo, Ohio, was selected as the 1942 convention city.

Group Elections

Two sections of the American Vocational Association—the National Association of State Directors of Vocational Education, and the National Association of Industrial Teacher Trainers—elected officers at special business meetings.

As its leaders the State directors chose the following:

President, C. A. Bell, State director of vocational education, Illinois.

Vice president, John A. McCarthy, assistant commissioner of education, New Jersey.

Secretary-treasurer, W. W. Trent, State director of vocational education, West Virginia.

In addition, the executive committee elected includes: Mr. Seidel, R. B. Jeppson, State director for vocational education, Nevada; and G. E. Freeman, State director for vocational education, Tennessee.

The industrial teacher-trainer group chose as its officers:

President, Lynn A. Emerson, professor of industrial education, Cornell University.

Vice presidents, Clyde Wilson, head, department of industrial teacher training, University of Tennessee; Clarence Wetzel, board of education, St. Louis; and Eber Sotzin, head, department of industrial education, State Teachers College, San Jose, Calif.

Secretary-treasurer, Charles Cyrus, University of Texas.

Trustee, Miss Cleo Murtland, University of Michigan.

Exhibits

The vocational school exhibits shown at the Boston convention attracted widespread attention.

Exhibitors included the Irving Trade School, Boston; the Boys' Trade School, Boston; the Trade School for Girls, Boston; Cole Trade School, Southbridge, Mass.; Gloucester, Mass., Vocational School; Fall River, Mass., Schools; Lynn, Mass., Shoe School; Vocational School, Pittsfield, Mass.; Worcester, Mass., Trade School; the New Bedford, Mass., Trade School;

(Concluded on page 169)

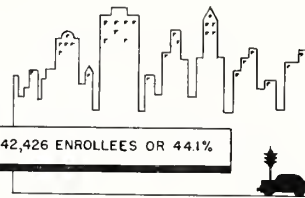
Federal Security Agency
CIVILIAN CONSERVATION CORPS

322,937 CCC ENROLLEES

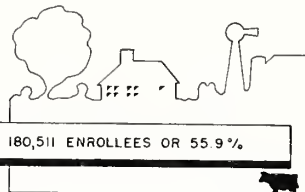
(AGE 17 to 23 — FISCAL YEAR 1941)

*They
came
from*

The CITIES & TOWNS



The FARMS and VILLAGES



...and their ages were —

AGE 17.....	142,563	44.15%
18.....	77,884	24.12
19.....	46,548	14.41
20.....	27,975	8.66
21.....	15,767	4.88
22.....	9,490	2.94
23.....	2,411	.75
Unspecified	299	.09

PREPARED BY
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NOVEMBER 4, 1941

147-023

With the CCC

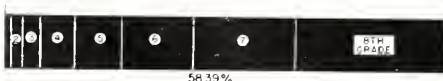
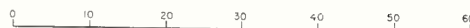


*Charts that tell their
own stories*

Federal Security Agency
CIVILIAN CONSERVATION CORPS

"SCHOOLING" OF 322,937 CCC JUNIOR ENROLLEES

(Selected During FY 1941)¹



0.55% ALL YEARS

(1) GRADES SHOWN ARE LAST GRADES COMPLETED ACCORDING TO ENROLLEE'S STATEMENT

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NOVEMBER 25, 1941

147-023

Federal Security Agency
CIVILIAN CONSERVATION CORPS

TYPES OF WORK PERFORMED BY C.C.C.

(IN PERCENT OF TOTAL MAN-DAYS)
F.Y. 1941



25.2%

STRUCTURAL IMPROVEMENTS



20.4%

TRANSPORTATION IMPROVEMENTS



9.6%

EROSION CONTROL



9.4%

LANDSCAPING, ETC.



8.8%

FOREST CULTURE



7.6%

FOREST PROTECTION



7.5%

FLOOD CONTROL, IRRIGATION AND DRAINAGE



1.4%

RANGE WORK



1.3%

WILDLIFE ACTIVITIES



8.8%

EMERGENCY WORK, RODENT AND MOSQUITO CONTROL, SURVEYS, ETC.




PREPARED BY
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OCTOBER 30, 1941

147-112

Inter-American News

by Jessie A. Lane, Division of Inter-American Educational Relations

★★★ Pan American Materials

 During recent years the Pan American Union has been publishing three series of bulletins relative to its 21 member republics. Entitled, *The American Series*, *The American City Series*, and *The Commodities of Commerce Series*, these publications provide a wealth of authentic and detailed background material for students and teachers interested in this field.

In each number of the "nation" series, the history of the country is outlined, and its geographical and scenic features, constitution and government, natural resources and basic industries, communication and travel, and its educational program as described. Similarly, the significant historical aspects, the characteristics features and institutions, and the occupations and mode of life, of 25 of the largest cities are described in the "city" series.

Twenty-three commodities of commerce bulletins are now available. They concern not only such familiar products as sugar, coffee, rubber, etc., but also others which, while equally important in their respective regions, are less familiar in the United States; *tagua*, *yerba maté*, *quabracho*, *chicle*, are examples of this last and most interesting group. In the case of each commodity, the region where it is found, the form in which it is produced, the manner of collecting and processing, and its commercial uses and economic value are described in detail.

These bulletins are attractive and well illustrated with photographs and detailed maps and charts. All would be useful in junior and senior high school classes, and the majority of the commodity bulletins could be used in the fifth and sixth grades. Upon request the Pan American Union (Washington, D. C.) will furnish a complete list of titles. The price of each bulletin is 5 cents.

Pan-Americana

Under this title, the visual aids serv-

ice of the New Jersey State Teachers College in upper Montclair has published a list of sources from which teachers who are interested in organizing or teaching units and courses in the Latin-American field may secure visual and teaching aids.

The material is organized by countries, one section being devoted to each of 17 of the Latin American republics, one to Latin America in general, one to Spain, and one to Spain in the United States. The listings include maps, charts, films, slides, pictures, posters, illustrated magazine articles, music, booklets, pamphlets, and some of the more recent books. Each item is described, the source from which it may be obtained is indicated, and in most cases the price is given. Much free material is included.

In the appendix, students interested in cookery will find recipe books and the names of firms handling representative national foods. Here, too, is a list of agencies through which children wishing to correspond with their neighbors to the south may make their arrangements. Periodicals concerned with Latin America, field trips available to students in the neighborhood of New York, Boston, and Washington, and a list of firms and agencies producing costumes and costume dolls complete the bulletin. It can be purchased for 50 cents, but, in the words of the title page, "we accept no stamps, we send no bills."

Hemisphere Defense Debates

During the present school year the debating teams in the schools belonging to the High School Debating Union of North Carolina will discuss the question, "Resolved, That a union of Western Hemisphere nations should be established." In order that all students who are interested may have access to pertinent and timely information on the subject, the Extension Division of the University of North Carolina has selected and reprinted a group of maga-

zine articles—or excerpts from articles—in a debate handbook entitled, *Hemisphere Defense*.

The articles are classified under three headings, "general references," "affirmative references," and "negative references." All have been prepared by recognized authorities, and have been published within recent years in leading national magazines. They concern every aspect of the problem. The historical background, the economic problems involved, the political implications, the geographical influences to be considered, the accomplishments of the recent Pan American conferences—all are explored, some in much detail.

In addition to this material, an historical sketch of the activities of the debating union, a statement of the rules and regulations governing the debates, and a long bibliography of periodical literature on the subject of hemisphere defense are included in the bulletin. It can be purchased for 25 cents.

Workshops

During the 1941 meeting of the eighth International Conference of the New Education Fellowship, a Latin-American workshop, composed of teachers actively interested in this field, undertook to develop a body of material which would be of practical value to elementary and high-school teachers. Resulting from this undertaking were lists of sources of teaching aids—maps, films, books, records, periodicals, etc.—which are available to the average teacher, and "a number of suggestions and developed units exemplifying various methods by which Latin-American studies might be incorporated into the school program." All this material is presented in a 96-page mimeographed bulletin entitled, *A Report of the Workshop on Latin-American Studies*, which can be purchased from the Progressive Education Association, 221 West Fifty-seventh Street, New York City. The price is 75 cents.

Schools in War Time

I WOULD URGE that the people continue to give generous support to their schools of all grades.

WOODROW WILSON, 1918.



New Government Aids FOR TEACHERS

by MARGARET F. RYAN, *Editorial Assistant*



COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

● One form of demonstration of the unity and patriotism of the American people has been the display of the American flag and other symbols of our national life. Manufacturers have endeavored to meet the demand for the patriotic motif, especially in clothing and costume jewelry. For businessmen and others the Bureau of Foreign and Domestic Commerce prepared a handbook entitled, *The Flag of the United States—Its Use in Commerce* (Trade Promotion Series No. 218), which contains the text of Federal, State, and Territorial laws on the use of the flag. Price, 10 cents.

● An exhibit on *Women and Defense*, suitable for use at meetings and conferences, has been prepared by the Women's Bureau. Consisting of five panels, 32 by 37 inches each, the exhibit may be hung on the wall or displayed on a table. The center panel is in the form of a copper-colored shield and outlines the Women's Bureau program as related to women in defense industries. Two other panels of photographic displays compare women war workers of 1917-18 with women defense workers of 1940-41. A fourth panel illustrates essential employment standards for women on defense production. The fifth portrays types of women on the various defense fronts—in industrial, governmental, and professional services, as volunteer workers, as members of organizations and communities, and as homemakers.

The exhibit is loaned free of charge, but transportation charges must be paid by the borrower. When shipped in its fiber packing case, it weighs 54 pounds. Directions for setting up and repacking are enclosed in the case.

● Two motion pictures produced by the Film Unit of the Office for Emergency Management are available in 16-mm. sound editions for showing by schools, clubs, civic groups, and other nonprofit organizations:

Power for Defense—1 reel, 10 minutes, reporting on the defense activities using TVA power in the Tennessee Valley, shows the manufacture of Army shoes, tents, textiles, shells, marine boilers, airplanes, aluminum and other items.

Army in Overalls—1 reel, 7 minutes, depicting the work of the CCC in clearing military reservations for the U. S. Army, shows land clearance for parachute troops, tank units, rifle ranges, and other activities.

These films are distributed at no cost to the user other than for transportation charges. When requesting a booking, indicate the size of your projector, whether it is equipped for running sound or silent films, and list three choices of dates for exhibition. For further information write to the Division of Information, Office of Emergency Management, Washington, D. C.

● The Superintendent of Documents has revised the following free price lists of Government publications: Army and Militia—National Defense and Veterans' Affairs, No. 19; Federal Specifications—Federal Standard Stock Catalog, No. 75; Interstate Commerce and Federal Communications Commission, No. 59; Mines—Explosives, fuel, gas, gasoline, petroleum, and minerals, No. 58; Navy, No. 63; Pacific States—California, Oregon, Washington, No. 69; Proceedings of Congress—Annals of Congress, Register of Debates, Congressional Globe, and Congressional Record, No. 49; Suburbanites and home-builders, No. 72; Weather, Astronomy, and Meteorology, No. 48.

● United States Civil Service Commissioner Lucille Foster McMillin describes some of the types of defense activities carried on by women in the Federal Service in a publication entitled *The First Year—A Study of Women's Participation in Federal Defense Activities*. Free.

● Pilot training, airports, airways, and air safety are the topics under which the defense work of the Civil Aeronautics Authority is outlined in CAA Staff Handbook *CAA For Defense*. Free.

● *Suggestions for State and Local Fire Defense* (Civilian Defense Fire Series Bulletin No. 1) gives the steps immediately necessary for organization of a fire-defense plan. Respective responsibilities of Federal, State, and local governments and functions of the proposed State fire coordinators and local defense fire chiefs are indicated. Consideration is also given to points to be covered in a survey of fire defense, to mutual aid, to general fire prevention and protection activities, and to the problem of organizing and training auxiliary fire-fighting forces. Price, 10 cents.

● School hygiene, dental health, the food we should eat, good posture, care of the hair and scalp, and hygiene adjustments throughout life are among the topics treated in *Per-*

sonal Hygiene, a bulletin prepared by the United States Public Health Service as Supplement No. 137 to the Public Health Reports. Single copies sell for 10 cents.

● The final report of the Women's Bureau on the *Legal Status of Women in the United States of America, January 1, 1938*, giving a general summary of legislation affecting property rights, domestic relations, and political responsibilities of women in the United States, with its many separate jurisdictions, is now available. Ask for Women's Bureau Bulletin No. 157. Price, 15 cents.

Abstracts for the 48 States and the District of Columbia, published as Women's Bureau Bulletins 157-1 (Alabama) to 157-49 (Wyoming), are also available at 5 cents a copy.

● Results of a study made by the Children's Bureau of certain *Methods of Assessing the Physical Fitness of Children* based on anthropometric, clinical, and socio-economic observations made of 713 7-year-old white boys and girls in New Haven, Conn., over a period of 19 or 20 months during 1934-36 are to be found in Children's Bureau Publication No. 263. Price, 15 cents.

● Aerial photogrammetry is new, and the technical problems involved in the making of maps from aerial photographs are presented in *The Slotted Template Method for Controlling Maps Made From Aerial Photographs*, Miscellaneous Publication No. 404, of the Department of Agriculture, along with details of this method of aerial photography as compared with the hand-template method, the practical results that have been obtained, and the office practices that have proved effective in securing the best results. Price, 15 cents.

● Rubber is the item of greatest value imported by the United States during the last 5 years. Where does the United States get its rubber? How is it obtained from the tree and prepared for market? What is synthetic rubber and its importance at the present time? These and other questions are answered by the Bureau of Foreign and Domestic Commerce in Trade Promotion Series No. 209, *Rubber: History, Production, and Manufacture*. Price, 10 cents.

● With American families spending from 8 to 18 percent of their food money for fats and oils, the homemaker wants to know the answers to the following questions: Do some

kinds of fats have qualities that make them more suitable for one purpose than another? How do different kinds of fats compare in digestibility? Are there Federal grades and standards to aid the consumer in buying fats and oils? Answers to these questions are to be found in Department of Agriculture Leaflet No. 204, *Fats and Oils for Cooking and Table Use*. 5 cents.

● Facts on where consumers may borrow, the relative costs of credit, and how to select the most advantageous source of credit at the lowest cost, were obtained by the Credit Union Section of the Farm Credit Administration in order to aid educational committees in developing effective membership programs.

If you are contemplating organizing a Federal Credit Union, send 15 cents to the Superintendent of Documents and ask for a copy of *10 Close-ups of Consumer Credit*.

● The National Park Service, United States Department of the Interior, has recently issued two series of historical publications (see illustration), which may be purchased from the Superintendent of Documents at the prices stated:

The standard 16-page historical booklet series, illustrated with photographs, prints, and maps, is now available as follows: Abraham Lincoln National Historical Park, Kentucky (10 cents); Chickamauga and Chattanooga National Military Park, Georgia and Tennessee (10 cents); Colonial National Historical Park, Virginia (5 cents); Fort Marion and Fort Matanzas National Monuments, Florida (10 cents); Fort Pulaski National Monument, Georgia (10 cents); George Washington's Birthplace National Monument, Virginia (10 cents); Gettysburg National Military Park, Pennsylvania (5 cents); Great Smoky Mountains National Park, North Carolina and Tennessee (10 cents); Guilford Courthouse National Military Park, North Carolina (5 cents); Hopewell Village National Historic Site, Pennsylvania (10 cents); Morristown National Historical Park, New Jersey (5 cents); Ocmulgee National Monument, Georgia (5 cents); Salem Maritime National Historic Site, Massachusetts (5 cents); Shiloh National Military Park, Tennessee (5 cents); and Vicksburg National Military Park, Mississippi (10 cents).

Numbers in the Popular Study Series, which consists of brief articles of general historical interest, are now available at 10 cents each, as follows:

No. 1, Winter Encampments of the Revolution; No. 2, Weapons and Equipment of Early American Soldiers; No. 3, Wall Paper News of the Sixties; No. 4, Prehistoric Cultures in the Southeast; No. 5, Mountain Speech in the Great Smokies; No. 6, New Echota, Birthplace of the American Indian Press; No. 7, Hot Shot Furnaces; No. 8, Perry at Put In Bay; Echoes of the War of 1812; No. 9, Wharf Building of a Century and More Ago; and No. 10, Gardens of the Colonists.





THE VOCATIONAL SUMMARY

by C. M. ARTHUR, *Research Specialist, Vocational Division*



A Bird's-Eye View

That defense-training programs set in motion July 1, 1940, under special Federal appropriations, have passed the experimental stage, is indicated by reports from State departments of education to the U. S. Office of Education.

From Buffalo comes the word that a new school is being established by a local aircraft manufacturing concern to accommodate 500 pupils. Courses will cover a period of 30 to 40 days, depending upon the type of work involved. In an effort to secure nearly 400 additional men for work in manufacturing airplane parts a Wilmington, Del., company is working out a plan in cooperation with the Delaware State Employment Service and the National Youth Administration whereby 400 inexperienced workers will be trained by the NYA and State vocational schools for production jobs.

Eleven hundred men are enrolled in defense-training classes in Akron, Ohio, and the local board of education is redoubling its efforts to turn out skilled workers for heavily burdened industries. It is expected that within 6 months classes will enroll between 1,500 and 2,000 persons. An effort is being made to work out with local industries, principally rubber companies, a plan whereby machinists may be trained as tool makers, of which there is an acute shortage. Started for the purpose of training 400 unemployed persons, a program sponsored by the Paterson, N. J., Board of Education has resulted in the training and placing in employment of 3,557 men in defense production jobs.

Jobs are virtually guaranteed for every man or boy who successfully completes a training course for defense production work in Delaware County, Pa., no less than 5,000 of whom will be needed by spring, according to reports from the county. Four hundred persons are taking supplementary training for defense industry work in Racine, Wis., and there is a large waiting list. Efforts are being made to establish classes in machine shop work and welding to train 75 or 100 additional persons. Increase in enrollment in supplementary courses, it is pointed out, is due to the fact that men employed in sheet metal work in one plant pursue part-time instruction in blueprint reading in an effort to get better jobs in lay-out departments of factories. Production machine operators attend classes to learn how to set up the machines.

Striking example of a round-the-clock, 6-day-a-week program of defense training is that carried on in the San Diego, Calif., schools at the present time. School lunches have become school breakfasts for one group

of the 2,300 men and women now enrolled in the city's defense-training classes. This group, which starts work at midnight, is dismissed at 6 a. m. Another group begins work at 5:30 a. m. and is dismissed at 11:30 a. m., just in time for the men to go to work with the noon shift in the aircraft factory where they are employed. More than 300 women are employed in aircraft training classes which are in operation in two shifts—from 7 a. m. to 2:30 p. m., and from 2:30 to 9:30 p. m.

Colorado is proving that defense training is not excessively costly. Figures from 9 different training centers show that the average cost per pupil-hour for training courses in arc and gas welding is 21 cents; for auto mechanic instruction, 16.5 cents; for sheet metal training, 23.7 cents; for blue print reading, 8.2 cents; for machine work, 23.9 cents; and for pattern making, 21 cents. These figures include expenditures for salaries of instructors, supplies, and repair and maintenance of shop equipment. Seven hundred twenty-two persons are now taking courses in defense-training work in the State.

Among the numerous programs in Maryland is one for training Negroes for aircraft riveting and metal work, at Canton. Negroes are also being trained for work with acetylene burners and cutters. Reports show that Negroes placed in employment are making good progress. Nearly 300 Negroes, 37 of them women, are enrolled in three-shift training courses in one center in Baltimore. A training center for wood shipbuilding has been opened at Cambridge, Md.

Classes in sheet metal work and riveting are being set up in Davidson County, Ky. A report from Richmond, Va., states that five young men who have completed training in machine shop work in the national defense courses at the Virginia Mechanics Institute in Richmond are now employed in Norfolk Navy Yard. Forty youths who recently finished courses at Greenville, S. C., are now employed in the Charleston Navy Yard. Defense-training classes at Greenville operate in 3 sections, 18 hours a day. Persons may enter any of the classes at any time.

For Girls and Women

Careers Ahead, is the catchy title of a book which presents in story form descriptions of the work of the dental hygienist, dietitian nurse, dressmaker, milliner, costume designer, teacher, social worker, librarian, telephone operator, stenographer, secretary, and bookkeeper. Duties, qualifications, and other aspects of these vocations are presented in some instances.

It is one of 1,193 books, bulletins, and

pamphlets listed in Vocational Division Bulletin No. 214, *Vocational Guidance for Girls and Women*, issued recently by the U. S. Office of Education. The list includes publications with similarly intriguing titles, such as "Opening Windows," which discusses various types of employment older women have found it possible to obtain or to create for themselves; "Help Wanted"; "Make Him Say 'Yes,'" which tells how to prepare for an interview with a prospective employer; "The People Back of the Dial," which discusses work in the radio field; "Under Glass," which describes how a young girl and her brother developed a flourishing florist business; "Grooming Youth for the Job Market," which discusses a "try-out" experience in various occupational fields for inexperienced young women college graduates; and "Training for a Job," which discusses the need for vocational training, and cites sources of information on vocational training.

References in this bulletin, which may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 25 cents a copy, are arranged under seven headings as follows: Occupational information, occupational biographies, and fiction; training opportunities; principles, programs, and practices of vocational guidance; surveys; women's status; and bibliographies.

Student Teacher Supervision

Full of suggestion in every paragraph is the mimeographed report of a conference on supervision of student teaching in home economics sponsored by the Illinois Department of Vocational Education and held at the University of Illinois last summer.

Discussions at this conference were taken up under topical heads such as: Preparation by supervising teachers, preparation by student teachers, goals of student teaching, experiences in student teaching, student teaching records, providing experience for student teachers in making community contacts, and preparation and use of teaching materials.

It was the consensus of the Illinois conference that the experiences of the student teacher should include: Studying school and individual records; making and filing analyses of pupils, anecdotal records, and case studies; conducting pupil conferences; guiding out-of-class activities; participating in home, school, and community affairs; visiting pupils in their homes; observing, participating in and sometimes teaching academic classes; attending school faculty meetings; collecting and using suitable teaching materials; planning and conducting various teaching procedures; judging results of teaching in terms of pupils and

their objectives; understanding the meaning and values of, as well as the home economics teacher's obligations toward, the extracurricular and other activities of the school; and utilization of time and energy in meeting the demands of a teaching job.

In addition, the conference decided, student teachers should learn the importance of growing professionally as well as the means by which this growth may be accomplished.

Special attention was given by the conference to the observations to be planned by the supervising teacher for the student teacher. Under the heading, "observations," the group discussed the functions of observations, debatable points concerning observations, the necessity for the student teacher to know for what he is looking, the order of observations in sequence of difficulty, and ways of recording observations.

Particular emphasis is placed upon the necessity for providing experience for the student teacher in analyzing her observations and developing procedures whereby she may make her observations more valuable.

It is anticipated that this condensed report on teacher supervision will become a basis for more detailed discussion of the specific problems considered at the conference.

Workers Trained—Industries Pleased

Intensive specialized training in machine tool operation is being offered to unskilled workers who apply to an airplane manufacturing company, as a result of a cooperative arrangement between the company and the Edison Vocational School in Paterson, N. J.

Under this arrangement a 136-hour, 4 weeks' course is provided by the Edison School. One week of classroom instruction in machine shop arithmetic, machine shop science, reading of operation sheets and blueprints, and in using machine shop measuring tools, is followed by 3 weeks' training in the airplane plant on a single type machine tool.

To safeguard the program, the Metal Trades Advisory Committee set up by the Paterson Board of Education recommended that training be offered only for specific available jobs in which trainees could be employed after completing their training. The advisory committee also recommended that prospective employers set up the specifications applicants must meet before they may be employed. To make certain that the men trained will be able to meet physical requirements established by employers, arrangements were made to give applicants a physical examination before they were assigned to a class.

It was estimated by those who proposed this training plan that approximately 400 men could be trained and placed at work during the first 6 months of 1940. Records of the first class trained show that 809 persons were enrolled and that 708 were graduated and placed. Of the latter number 171 were employed in lathe work, 97 in milling machine work, 57 in



Defense training enrollees learn to make as well as to use precision and measuring instruments. This young man is getting experience in using a micrometer.

drill work, 81 in gearing, 138 in grinding, 120 in screw machine work, and 14 in ballard machine work.

No Guesswork for Them

Is it more profitable to sell sweetpotatoes from storage or from the field? This is the question that was discussed last winter by sweetpotato growers in the Minotola, N. J., area, enrolled in evening vocational agriculture classes.

The discussion was based on several points: The market price obtainable at harvest time; the expense involved in storing part or all of the crop; the price at which storage potatoes must be sold to cover storage expenses and give the producer at least as much profit as he could get by selling from the field; the possibility of winter market prices being high enough to make storage profitable.

To enable farmers enrolled in the Minotola evening class for adults to make rapid and accurate comparisons between field and storage prices for sweetpotatoes, with full allowance for the extra expense necessary to store all or a part of the crop for winter markets, the vocational agriculture instructor, John W. Goodman, worked out a special chart, based on prices for field and stored sweetpotatoes for a given year. Expense figures used in this chart were taken from the accounts of a large training school farm, where complete and accurate figures are kept on all such operations. Prices per bushel in the field, prices per bushel from both home and commercial storage, and loss by storage, were indicated on the chart.

As a result of the sweetpotato marketing study, Mr. Goodman reports, growers in the Minotola area are taking a definite interest in marketing methods and have adopted systematic plans of marketing their product.

They Don't Stop There

One hundred and fifty-nine of the two hundred and seventy men students regularly enrolled in the fall of 1941 in the College of Agriculture, University of Arkansas, are former students of vocational agriculture in rural high schools, records compiled by the State board of education show.

This record indicates that of 82 freshmen enrolled 46, or 69.5 percent had completed 1 or more years in vocational agriculture courses; and that of 75 seniors, 40 or 58.2 percent, had had work in vocational courses. Of the entire male enrollment in the college of agriculture, 270 students, or 58.9 percent, had previously pursued courses in agriculture in rural high schools.

All of which seems to show that youth who have had the advantage of agricultural instruction in high schools frequently do not stop there but continue on into the State College of Agriculture for a 4-year advanced course in their chosen occupation.

A Correction

Through an error, a course in home nursing for prospective teachers at the University of Idaho was referred to in the November 1941 issue of *SCHOOL LIFE* as a "2-year" course, rather than as a "2-credit" course.

New Jersey Resolution

Members of the New Jersey Association for Health and Physical Education recently forwarded to President Roosevelt a pledge of whole-hearted support in the Nation's war effort. The resolution, unanimously adopted by the association, reads:

Whereas the United States of America, is at war and,

Whereas this national emergency has the whole-hearted approval of this Nation and,

Whereas the entire resources of the Nation are at the disposal of the President of these United States and,

Whereas this organization, composed of men and women whose duty it is to care for the Physical Education of the youth of the State of New Jersey: Therefore be it

Resolved, That the President of these United States, the Congress of the United States and the Governor of the State of New Jersey, be informed that the entire membership of the organization, holds itself in readiness to execute any assignment allocated to it for the successful prosecution of this war; and be it further

Resolved, That this organization, recognizing the power of Almighty God, invoke His aid to our cause and grant us His blessing in this, the hour of our need.



Attention, Teachers

The Story of Boulder Dam, a 72-page, illustrated booklet prepared by the Bureau of Reclamation of the Department of the Interior, is available, free of charge, for educational purposes on request by teachers. Requests should be addressed to the Bureau of Reclamation, Washington, D. C.

The text is in popular language and the 43 illustrations tell the interesting story not only of the problems involved in building this highest dam in the world, but the fascinating background of history connected with the Boulder Canyon project in southwestern United States.

Here are combined lessons on history, national planning, conservation of natural resources and their beneficial use,

engineering skill in construction, the maximum use of the completed project and the important part it is playing in national defense. Twelve pages are devoted to questions and answers particularly adapted to class use.



Wartime Commission

(Concluded from page 130)

Paul E. Elicker, executive secretary, National Association of Secondary School Principals.

Guy Stanton Ford, executive secretary, American Historical Association, representing the National Association of State Universities.

Willard E. Givens, executive secretary, National Education Association, and co-chairman, National Committee on Education and Defense.

Ralph Himstead, executive secretary, American Association of University Professors.

H. V. Holloway, secretary, National Council of Chief State School Officers.

C. B. Hoover, dean of the Graduate School, Duke University, representing the Association of American Universities.

Rev. George Johnson, director, Department of Education, National Catholic Welfare Conference.

Mary E. Leeper, executive secretary, Association for Childhood Education.

W. A. Lloyd, director of information, Association of Land-Grant Colleges and Universities.

Howard H. Long, assistant superintendent of schools, Washington, D. C., representing the American Teachers Association.

Eva Pinkston, executive secretary, Elementary School Principals Department of the National Education Association.

Frederick L. Redefor, director, Progressive Education Association.

S. D. Shankland, secretary, American Association of School Administrators.

John J. Seidel, State director of vocational education, Maryland, and president, American Vocational Association.

Guy E. Snively, executive director, Association of American Colleges.

A. J. Stoddard, superintendent of schools, Philadelphia, and chairman, Educational Policies Commission (William Carr as alternate).

Charles H. Thompson, dean of the College of Liberal Arts, Howard University, representing the Association of Colleges and Secondary Schools for Negroes.

Edna Van Horn, executive secretary, American Home Economics Association.

J. C. Wright, Assistant U. S. Commissioner for Vocational Education.

George F. Zook, president, American Council on Education and co-chairman, National Committee on Education and Defense.

The Divisional Committee on State and Local School Administration is composed of the following persons:

From the Wartime Commission:

Willard E. Givens, chairman; Harry A. Jager, executive director; Selma Borchardt, Morse Cartwright, Francis S. Chase, Wm. G. Carr, L. H. Dennis, Ralph Dunbar, Paul E. Elicker, H. V. Holloway, George Johnson, Mary E. Leeper, Fred J. Kelly, Howard H. Long, Eva G. Pinkston, John J. Seidel, S. D. Shankland, Frederick L. Redefor, Edna Van Horn, and J. C. Wright.

Additional persons invited:

Frank W. Ballou, superintendent of schools, Washington, D. C.; Edwin W. Broome, county superintendent of schools, Montgomery County, Md.; Floyd B. Cox, county superintendent of schools, Monongalia County, W. Va.; Colin English, State superintendent of public instruction, Florida, and president, National Council of Chief State School Officers; Alonzo G. Grace, State commissioner of education, Connecticut; L. S. Hawkins, director, Vocational Training Defense Workers, U. S. Office of Education; Howard Pillsbury, superintendent of schools, Schenectady, N. Y., and president, American Association of School Administrators; William F. Russell, director, National Citizenship Program; W. W. Trent, State superintendent of free schools, West Virginia; and David Weglein, superintendent of schools, Baltimore, Md.

The Divisional Committee on Higher Education is made up as follows:

From the Wartime Commission:

George F. Zook, chairman; Fred J. Kelly, executive director; John Lund, assistant executive director; Francis J. Brown, Morse Cartwright, John W. Davis, Ralph M. Dunbar, W. C. Eells, Guy Stanton Ford, Ralph Himstead, C. B. Hoover, George Johnson, W. A. Lloyd, Guy Snively, and Charles H. Thompson.

Additional persons invited:

H. C. Byrd, president, University of Maryland; Isalah Bowman, president, Johns Hopkins University; W. E. Hager, president, Wilson Teachers College, District of Columbia; W. C. Jackson, dean of administration, Woman's College of the University of North Carolina; Raymond A. Kent, president, University of Louisville; John W. Newcomb, president, University of Virginia; R. A. Seaton, director, Engineering, Science, and Management Defense Training, U. S. Office of Education; Levering Tyson, president, Muhlenberg College, Pennsylvania; and M. Theresa Wiedefeld, president, Maryland State Teachers College, Towson.

Tennessee Elementary Supervisors Go "A-Visiting"

★★★ Thirty-five elementary supervisors, superintendents, principals, and classroom teachers from all sections of Tennessee recently set out for Chicago to visit outstanding elementary schools in that area. Included in the party were faculty representatives of the University of Tennessee, the three State teachers colleges, and George Peabody College for Teachers. The trip was made on a chartered bus. During the 14 hours of travel through the coal fields of Kentucky, the rolling prairies of Indiana and Illinois, and into the heart of Chicago the members of the party had become warm, personal friends.

Local plans had been so carefully made by E. T. McSwain of the College of Education, Northwestern University, and Iman Schatzmann, executive secretary of the Committee on Rural Education, that every minute of time was profitably spent.

The first day after reaching Chicago was spent in the schools of Glencoe, Wilmette, and Winnetka.

The second day was spent in the schools of Evanston which are used in connection with the teacher-training program of Northwestern University and in the Children's School of the National College of Education.

Three small schools in Cook County were visited on the third day. The schedule for this day was arranged by Supt. Noble J. Puffer, and the group was personally directed by Milton J. Bollman, assistant superintendent.

The final day was spent in Chicago and included visits to the Francis W. Parker School, the University of Chicago Elementary Laboratory School, the Museum of Science and Industry, and other places of interest.

Although every member of the group took part in the school visitation program, time was also found to visit radio studios, art galleries, theaters, and some of the large department stores.

Members of the group were impressed by the program of each school visited and brought back many practical ideas for improving the Tennessee

schools. Equally impressive was the cordial reception which was extended without exception by the children, teachers, and all others who had a part in making the visit such a valuable and delightful experience.

An annual visit to significant schools is an effective in-service training feature of the Tennessee program of elementary supervisors. The visit this year was the most extensive, enjoyable, and profitable of any yet made, according to R. Lee Thomas, supervisor of the division of elementary schools, Tennessee State Department of Education.



School Administrators Convention

The American Association of School Administrators will meet for its seventy-second annual convention in San Francisco February 21-26. Education for a Free People is the theme of the six-day conference.

General sessions during the convention will be devoted to education and government, morale building, a good neighbor program, education and reconstruction following the war, and education for a free people. The school's responsibility for improving the health and physical fitness of the American people, the subject on which the current *Yearbook* is being published, will also be discussed at one of the general sessions.

People's Platform

The first general activity of the convention will be held on Saturday afternoon, February 21, when the *People's Platform*, roundtable of the Columbia Broadcasting System under the direction of Lyman Bryson, will broadcast discussion of a topic of vital importance from the Gold Ballroom of the Palace Hotel.

The Rev. Bruce Baxter, Bishop of the Methodist Church for the Portland area, and Superintendent of Schools Willis A. Sutton of Atlanta, Ga., will

be speakers at two parallel vesper services held on Sunday afternoon.

The topic *Education and Government* will be covered at the Monday morning general session by Edmund E. Day, president, Cornell University, Ithaca, N. Y.; George D. Strayer, Teachers College, Columbia University, New York; and Alexander J. Stoddard, superintendent of schools, Philadelphia.

A general session on *Morale Building* will present as one of its leading speakers Sir Gerald Campbell, director general, British Information Services, New York.

America and the Far East is the subject for a general session on which Chih-Tsing Feng, consul-general of the Republic of China, will be one of the speakers, and Chinese children of the San Francisco public schools will take part.

Another speaker is Gen. Lewis B. Hershey, Director, Selective Service System, Washington, D. C. He will be presented on a general session devoted to the topic *America's Destiny*.

33 Discussion Groups

Thirty-three discussion groups on the problems of school administrators will feature afternoon programs. Following the year-book theme, there will be a series of study groups on health and safety education. Other topics are character education, civic education for adults, parent education, school forms as a community project, and adjustment of rural schools to present needs. One study meeting will be devoted to the work of the Junior Red Cross.

The impact of the present on education will be studied in conferences on school problems in defense boom cities, pan-American relations, and an educational program for men returning from military service. Other topics for consideration include special educational opportunities for gifted children, integration of vocational education with general education, use of radio in education, planning curriculum for the thirteenth and fourteenth school years, development of critical thinking in secondary education, vocational training for girls, and guidance and occupational adjustment.



by SUSAN O. FUTTERER and RUTH A. GRAY, U. S. Office of Education Library

New Books and Pamphlets

Pan America

Pan America in Poster Stamps. Washington, D. C., Pan American Union, 1941. 8-page album and 24 stamps. Single set, 15 cents. Twenty or more ordered at the same time and sent to the same address, 10 cents per set.

An eight-page album 9 by 10 $\frac{3}{4}$ inches containing a map and general description. The four-color poster stamps present views of the American republics and are to be pasted in the album next to the paragraph descriptive of each view. Prepared for students and teachers as supplementary material on the Americas.

Safety Education

Bicycle Safety. Chicago, Ill., National Safety Council, Inc. (20 N. Wacker Drive), 1941. 31 p. illus.

Final report of the committee on bicycle problems of the National Safety Council, a condensed review of the bicycle problem and recommended methods for the prevention of bicycle accidents. Includes a chapter on school activities.

Adventures of Annabelle, Escorted by Jerry Hardy. Washington, D. C., Highway Education Board (Pan American Building) 1941. 16 p. illus. Single copy, free. In quantity, 5 cents per copy.

Annabelle, an automobile, converses on safe driving after dark; useful for high-school driving or safety classes.

English Teaching

Evaluating Instruction in Secondary School English. A report of a division of the New York Regents' Inquiry into the Character and Cost of Public Education in New York State, by Dora V. Smith. Chicago, The National Council of Teachers of English, 1941. 273 p. (English monograph, no. 11.) \$2.25.

A comprehensive survey of the teaching of English in secondary schools; although the investigation was confined to New York State, the findings have national implications.

Exceptional Children and Minority Groups

Education of Exceptional Children and Minority Groups. Washington, D. C., American Educational Research Association, a department of the National Education Association of the United States, 1941. pp. 247-362. (Review of Educational Research, vol. xi, no. 3.) Single copy, \$1.

This issue of the Review of Educational Research was prepared by the committee on education of exceptional children and minority groups, Elise H. Martens, chairman. Part I is devoted to the study of exceptional children; part II, to the educational needs and progress of the Negroes, the Indians, and of bilingual children of foreign parentage or from foreign speaking homes.

International Relations

American Isolation Reconsidered, by the committee on materials for teachers in international relations, Phillips Bradley, chairman. Washington, D. C., American Council on Education, 1941. 208 p. 50 cents.

Traces the history of American neutrality from 1793 to 1941 and points out the issues involved in the decisions we have faced about peace and war in 1812, 1914, and 1941. Includes suggested activities for teachers and students, bibliography, and over 60 pages of original documents.

Progressive Education

New Methods vs. Old in American Education; an analysis and summary of recent comparative studies, by the informal committee appointed by the Progressive Education Association to report on evaluation of newer practices in education, G. Derwood Baker, chairman. New York, Bureau of Publications, Teachers College, Columbia University, 1941. 56 p. 60 cents.

Bases its findings upon an impartial analysis of important comparative studies and states that the newer methods are not reducing the efficiency of children in the "three R's."



Recent Theses

A list of recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

AGNEW, PETER L. Determination of the content of a course in office practice. Doctor's, 1940. New York University. 271 p. ms.

BAXTER, LINDLY C. Standards of teacher selection in New Jersey communities with fewer than 25 teachers. Master's, 1940. New York University. 40 p. ms.

BROCK, JOHN D. A study of psychological traits of physical education students and their relation to achievement. Doctor's, 1939. New York University. 95 p. ms.

CAVIN, GRACE. An analysis of intermediate grade reading tests. Master's, 1940. Boston University. 76 p. ms.

CROMWELL, ROBERT F. A suggested program of guidance. Doctor's, 1940. George Washington University. 241 p. ms.

FELDMAN, SADIE B. Construction and standardization of an aptitude test in art for junior high school. Master's, 1940. George Washington University. 42 p. ms.

FORBES, INA. Reading aids in third-grade basic readers. Master's, 1940. George Washington University. 59 p. ms.

FORREST, SISTER HELEN DESALES. Correlations between the constants in the curve of learning. Doctor's, 1941. Catholic University of America. 43 p.

GATES, LEON A. W. Study of deficiencies in reading in the freshman class of the Mary Nottingham Smith High School, Accomac, Va., and a remedial program to help eliminate the deficiencies. Master's, 1940. Hampton Institute. 51 p. ms.

GLENN, OLGER M. Janitorial survey of the classi-

fied high schools of North Dakota. Master's, 1939. University of North Dakota. 76 p. ms.

HAMILTON, ROBERT W. Status of the athletic coach in Kentucky high schools for the school years 1930-31 through 1940-41. Master's, 1941. University of Kentucky. 88 p.

HOWARD, JOSEPHINE T. Mechanical aptitudes of Indian boys of the Southwest. Master's, 1940. George Washington University. 66 p. ms.

KINHART, HOWARD A. Effect of supervision on high school English. Doctor's, 1939. Johns Hopkins University. 102 p.

KRAMME, CLIDE I. Comparison of Anglo-culture with Spanish-culture elementary students in physical development as determined by height, weight, and vital capacity measurements. Master's, 1939. Texas College of Arts and Industries. 89 p. ms.

LEWIS, LOUISE B. Comparative study of Fascism and the Italian schools. Master's, 1940. New York University. 64 p. ms.

LIEBERMAN, LEO. Cooperative research in the development of a guidance program. Doctor's, 1941. Harvard University. 350 p. ms.

LOOP, ANNE S. Nature of the relationship between education and careers of Negroes living in Manhattan, covering the years 1929-1937. Doctor's, 1940. New York University. 225 p. ms.

McMAHON, PAUL J. The effect of Dashiell's *Fundamentals of general psychology* on the vocabulary growth of Fitchburg State Teachers College freshmen. Master's, 1939. Massachusetts State Teachers College, Fitchburg. 51 p. ms.

MOFFIE, DANNIE J. A nonverbal approach to the Thurstone primary mental abilities. Doctor's, 1940. Pennsylvania State College. 50 p. ms.

MORGAN, RITA. Arbitration in the men's clothing industry in New York City: A case study of industrial arbitration and conference method, with particular reference to its educational implications. Doctor's, 1940. Teachers College, Columbia University. 158 p.

MULLANEY, ELLEN M. The relationship between silent reading ability and arithmetic ability in the seventh grade. Master's, 1940. University of Maine. 76 p. ms.

NELSON, LOIS S. Teaching outline of a course in community recreation. Master's, 1940. New York University. 85 p. ms.

ROPE, FREDERICK T. Opinion conflict and school support. Doctor's, 1941. Teachers College, Columbia University, 1941. 164 p.

SEYMOUR, E. CARLETON. Characteristics of pupils who leave early: A comparative study of graduates with those who are eliminated before high school graduation. Doctor's, 1940. Harvard University. 367 p. ms.

SMITH, GERALDINE F. Development and evaluation of a quick perception method in beginning reading. Master's, 1941. Boston University. 89 p. ms.

SULLIVAN, CATHERINE J. Construction of the administration and scoring and evaluation of results of a diagnostic test of individual difficulty in reading for grades 7, 8, and 9. Master's, 1940. Boston University. 116 p. ms.

TOWER, DOUGLAS B. Educational implications of the Civilian Conservation Corps. Master's, 1933. Niagara University. 33 p. ms.

WEEPNER, SISTER MARY THEODORE. Standardization of two equivalent forms of a vocabulary test used in the measurement of various age levels in the elementary grades 3 through 8. Doctor's, 1941. Catholic University of America. 59 p.

WHITE, FRANCES I. Differences in intelligence and their relation to position in family. Master's, 1941. Boston University. 137 p. ms.

WIMSATT, LILLIAN E. History of public education in Bishop. Master's, 1939. Texas College of Arts and Industries. 206 p. ms.



In Public Schools

by W. S. Deffenbaugh

Activity Program Survey

"The activity program, conducted experimentally in 70 New York City schools over the last 6 years, proved to be substantially as effective as more traditional methods of instruction in teaching the skills of reading, writing, and arithmetic in the elementary schools and to be superior to the older techniques in 'developing skills in critical reading, elementary research techniques, and in the development of civic attitudes and understanding of social relationships,'" according to the findings of a survey report recently released by the New York City Board of Education.

"This survey was commenced about a year ago by a staff headed by Dr. J. Cayce Morrison, Assistant Commissioner for Research of the State department of education of New York, at the request of the New York City Board of Education which desired an impartial appraisal of the relative effectiveness of the activity program in comparison with the nonactivity schools.

"The report of the survey recommends the extension of the activity program throughout the school system 'as rapidly as is consistent with the spirit of the program itself.' Pointing out that 'the very nature of the program forbids attempting to extend it through any form of compulsion,' the survey committee recommends that 'if the program is to be extended it should be on a voluntary basis with the full sanction of the official authorities of the school system, with adequate guidance, and under suitable control.'"

Accounting Bulletin

The department of public instruction of South Dakota has issued a bulletin on *Uniform Accounting for Extra-Curricular Activities*. "In many schools," the bulletin states, "there has been no systematic record of activity accounts. These accounts should be as carefully and faithfully kept as are other records of funds raised for conventional school costs. At the present time there is no uniformity in the records kept, and many are not adaptable to proper auditing procedures. The plan recommended

in this bulletin provides for a great amount of flexibility to accommodate the records of large and small schools."

The Outlook

The New York State Teachers Association in its *Public Education Research Bulletin* for October 15, 1941, presents data on population trends affecting public schools in 1930-40. The study concludes that "recent population trends make the future outlook for public education in New York State about as follows:

"Increased attendance in the primary grades beginning about 1942; increased demand for primary teachers; gradual stabilization and finally increased elementary school attendance and demand for elementary school teachers by 1950.

"Decreased attendance in the secondary schools and decreased demand for secondary school teachers at least until 1954, followed by a period of gradual growth, assuming no major changes in the present secondary school program or present employment trends.

"Continued decline in city school attendance and the number of city school teachers; rapid growth in suburban schools and increased demand for teachers in suburban communities.

"Rural schools continuing to educate many future residents of cities and metropolitan areas."

Workshops for Teachers

"Many teachers who want a short period of training for some special phase of their work," says the November issue of *Better Teaching*, a publication issued by the Cincinnati public schools, "are getting much help in certain aspects of art, physical education, music, and science as a result of their participation in workshops sponsored this year by the Cincinnati Council for Childhood Education. The project was set up in order to get information on the place of workshop activities in stimulating professional growth of teachers. The outcomes of the project will be evaluated by those who are participating.

"Each workshop group holds six meetings; each meeting is 2½ hours in length and is held after school hours. Similar workshops in three aspects of science (light, heat, and insects) are being conducted as a part of the general supervisory program for upper elementary grades."

Implementation Program

"Two steps in the development of the Missouri secondary school curriculum—that of determining the philosophy and educational goals and that of production—have been attained," according to a recent issue of *Missouri Schools*, a publication issued by the superintendent of public instruction of that State. "The third is the implementation or the securing of the cooperation of schools in the adapting of the new curriculum to their local situations. The final steps will be those of evaluation and further revision.

"The general planning committee has now set up the mechanics for the implementation work. The curriculum is to be interpreted throughout the State by practically every institution and agency interested in secondary education."

Science Survey

In Seattle, Wash., "a beginning toward revision of the science curriculum has been made with the planning of a survey on the elementary school level," according to a recent issue of the *Seattle Educational Bulletin*. A committee "will survey (1) the offerings in science in the Seattle schools at present, (2) materials and equipment now in use, and (3) the literature in science to see what foremost thinkers are proposing as an ideal science program, and trends and practices in other places. Similar surveys will be undertaken soon in the junior and senior high schools."

Citizenship Education

"The Michigan Study of the Secondary School Curriculum in cooperation with the Children's Fund of Michigan," says *News of the Week*, a publication of the department of public instruction of that State, "is planning a number of activities to the end of redoubling efforts in the improvement of education for citizenship in our American Democracy. A staff member of the study will devote his full time to assisting the cooperating schools and others in developing constructive programs of citizenship education. He will visit cooperating schools to work with individual teachers, groups, and the entire staff on problems and plans for the development of understanding of, loyalty to, and competence with the ideals and processes of democracy. Provision will be made for con-

ferences and for teachers to observe examples of outstanding programs and particularly effective thinking."

Primary Unit

The Nebraska State Department of Education as reported in the *Nebraska Journal of Education* by Chloe C. Baldridge, State director of rural and elementary education, "is continuing to emphasize the primary progress unit plan. This plan is offered to help solve the problem of the beginner in the rural school and provides for the child to progress as he is able. It is the aim to adjust beginning school experiences so that the child may be successful in his work. A minimum of 3 years is devoted to the primary unit except in those schools where kindergarten work is offered. When kindergarten work is offered, 4 years are required. For pupils who are bilingual or socially immature or retarded, 5 years are required quite often (including kindergarten)."



In Colleges

by Walton C. John

Cultural Education Important

Although many believe the best education results from a combination of technical and cultural training, American college students today are of the opinion that background of general information should not be forfeited for narrowed technical and professional instruction.

According to a report published at the University of Texas by the Student Opinion Surveys of America, 42 percent of the college students in America believe their classes should emphasize a broad background rather than one principally bound up in technical and professional lines.

Men students were 9 percent more favorable to the professional instruction program than were women students.

Results of the survey on the question, Do you believe college education should be mainly technical and professional training or should it emphasize a wide cultural background? were as follows: Technical and professional, 19 percent; cultural background, 42 percent; both, 39 percent.

Students Have Church Preferences

More than nine-tenths of all Ohio State University students indicated a specific church preference when they

registered for the fall quarter, according to a survey made by the University Religious Council.

Representing 33 faiths, 9,761 students at Ohio State named the church of their choice and an additional 228 said only that they were Protestants. The council checked a total of 10,919 registration cards.

Methodist students are most numerous, having twice as many as any other group. Numerically, the leading church groups are: Methodists, 2,695; Jewish, 1,307; Presbyterian, 1,237; Roman Catholic, 1,131; and Lutheran, 698.

Totals for other denominations were: Episcopalian, 430; Baptist, 420; Church of Christ (Disciple), 395; Congregational-Christian, 364; United Brethren, 220; Evangelical-Reformer, 209; Community, 161; Christian Science, 117; United Presbyterian, 81; Orthodox, 72; Evangelical, 71; Brethren, 35; Friend-Quaker, 31; Church of God, 15; Unitarian, 15; Universalist, 14; Latter Day Saints, 12; Nazarene, 6; Christian Missionary Alliance, 5; Apostolic Gospel, 4; Seventh Day Adventist, 4; Ethical-Theosophy, 3; Christian Union, 2; Jehovah's Witness, 2; Mennonite, 2; New Jerusalem, Salvation Army, and Unity, 1 each.

Lists of students, complete with addresses and church preferences, have been turned over to the pastors concerned, in order that they may invite the young people to their churches.

Graduates of the University Have Good Incomes

The average yearly income of a graduate of the University of California is \$4,544. This information results from a survey recently made by the California Alumni Association, according to Robert Sibley, managing director; the tabulation included every tenth name on the alumni list, recent and old graduates alike. Of the 2,400 questionnaires sent out, 1,046 replies were received.

Of the 953 who answered the income question, 608 or 63 percent, receive between \$1,000 and \$3,000 per year, 10 percent were between \$4,000 and \$5,000, nearly 9 percent were between \$9,000 and \$15,000, 2 percent were between \$15,000 and \$25,000, and 1.6 percent receive more than \$25,000.

The survey shows that 51.9 percent own their own homes, 17.8 percent rent a home and 11.6 percent live with their families in homes. Only 14.2 percent live in apartments. The average value of the home of a California graduate is \$9,404.

The alumni who answered indicate that 77.9 percent carry life insurance

policies with the average value of \$12,521; the percentage carrying no life insurance is 14.8.

Of the 867 who answered the question, but 2.9 percent have been unemployed a year since they were graduated, 71.4 percent have been employed since completing their university work, with the exception of a month or less.

Graduate Course on Design of Regional Areas

As the result of a successful 6-year experiment in offering courses in city and regional planning as a field of undergraduate study, the Graduate School at Cornell University announces that graduate students may elect to major in this field leading to a degree of master of regional planning.

The work was inaugurated under the joint auspices of two colleges of the university, architecture and engineering, and the courses were made available to upper classmen in any one of the colleges at Cornell.

It is emphasized that our cities and the larger political subdivisions of our country are not going to be planned by individuals acting alone, persons who claim to be experts in the many complicated phases of a complex field of endeavor, but rather by groups of specialists, each one having a full knowledge of one of the many minor fields, complex in themselves, which contribute to the larger one.

That planning for any part of the land, whether the area be small or large, whether it be for a village, a community for living within a city, an entire city, or the suburbs about a city, requires the collaborative effort of specialists is not generally recognized, yet the need for comprehensive planning to aid in curing the physical, economic, governmental, and other ills, from which practically all of our communities now suffer, is apparent.

Inasmuch as the planning experiment at Cornell, offered at the undergraduate level, was a success, measured in terms of the interest developed among students majoring in the several fields of study directly related to planning, it was considered appropriate to extend instruction in this department to the Graduate School while continuing the courses offered to undergraduates.

Students who enter the Graduate School at Cornell and who, during their undergraduate years, majored in any one of the fields of study related to large-scale planning may elect to become candidates for the degree of master of regional planning. For those who have not had courses of study in planning as

undergraduates, 2 years will be required to complete the work necessary for the degree.

Each student will be expected to major in city and regional planning with special emphasis upon the particular relationship that the field of study, in which he majored during his undergraduate years, has to planning.

Many related courses are open to the graduate student in addition to the special required technical courses in planning for all students who are candidates for the master of regional planning degree.



In Libraries

by Ralph M. Dunbar

First Volume Issued

The Special Libraries Association has just issued the first volume of *Special Library Resources* under the editorship of Rose L. Vormelker of the Cleveland Public Library. In this publication information is given about 765 research collections in special, public, and university libraries. Besides statistical data regarding the books, pamphlets, periodicals, and other materials in each library, a brief description is included about the special field or fields covered and also mention of any special services available. In some instances, the holdings of research journals are listed. It is indicated also whether the library allows interlibrary loans and has reproducing facilities.

A National Movement

Writing in a recent issue of *Library Journal*, Mary Louise Alexander, special research assistant in the Office of Civilian Defense, states: "Bibliographical centers are one phase of the growing cooperative movement in the library profession, and I cannot emphasize too strongly that this has now become a national movement. One of the forms which cooperation takes is the coordination of existing library resources. This is accomplished through union library catalogs which show where in the city specific books are to be found. . . . A second form of cooperation is specialization instead of duplication among libraries. This means concentrating on the fields of greatest importance in a given library and doing a thorough, expert job in those fields, instead of duplicating the service of some other library."

State Aid Progress

In its recent annual report, the American Library Association declares that State aid for libraries progressed more during the year than in any previous year. It points out that North Carolina made its first State appropriation for public libraries. Michigan restored its library budget after a lapse of 2 years, and Arkansas, Pennsylvania, and Vermont report increased funds. State aid is now available in eight States: Arkansas, Louisiana, Michigan, North Carolina, New Hampshire, Ohio, Pennsylvania, and Vermont.

Library service on a regional basis has made similar gains. Widely varying types of regional libraries are in operation in New England, Virginia, the TVA area, and California. Favorable State legislation indicates that the regional plan may become increasingly popular in the future.

Mississippi Report

According to the report of the Mississippi Library Commission for the fiscal year 1940, the total circulation was 1,368,757 volumes, an average of one volume per capita for those within service area; the total number of volumes 417,217, or 0.4 volume per capita; the total support \$85,677.77, or 10 cents per capita. Of this amount \$52,293.41, or 61 percent was local tax; \$15,060, or 17 percent from the general fund of the county; \$18,324.03, or 21 percent from other sources.

In Other Government Agencies



by Margaret F. Ryan

Civil Aeronautics Authority

Plans for increased cooperation among American Republics, which will bring young men from South America to be trained as pilots and aviation technicians in the United States, call for the training of 275 pilots, 18 aeronautical administrative engineers, 87 instructor mechanics, and 120 airplane service mechanics, according to Donald H. Connolly, CAA Administrator.

Pilot training will be under the auspices of the Army Air Corps and the CAA. The Army trainees will take the regular Air Corps training with the exception of military subjects, while the

CAA trainees will learn flying at approved schools. The CAA will also carry on the training of mechanics.

Defense Communications Board

Additional radio channels have been cleared for the Army's pilot training program by action of the Federal Communications Commission at the request of the Chief of the Signal Corps of the Army and the Defense Communications Board. Instruction of thousands of additional military aircraft pilots at new fields throughout the United States involves direct radio communication between instructors on the ground and students in the air.

Department of Justice

FBI civilian defense courses will be given to police chiefs, sheriffs, and superintendents of State police and State patrol organizations, and members of their executive and administrative staffs in 55 cities and territories where FBI headquarters offices are located.

These administrative courses will be followed by classes to be held in many sections of the country for the benefit of police officers who are actually going to perform the civilian defense duties assigned to them.

Department of Labor

Fifty-seven engineering colleges are offering courses for the training of industrial employees in accident prevention as part of the program inaugurated by the National Committee for the Conservation of Manpower in Defense Industries. A committee of 400 safety engineers loaned by industry, plus a paid field staff, will actively assist the local engineering colleges with the project.

Office of Coordinator of Inter-American Affairs

With the establishment of a Division of Agriculture in the Coordinator's office, plans for an Inter-American Institute of Tropical Agriculture are taking shape. Representatives of the Department of Agriculture are now in Latin America helping to pick the site.

At the institute, which will be a combined school of agriculture and experiment station for students and technicians from the American republics, scientists will study and develop better methods to grow all kinds of tropical crops, including spices, oils, and rubber. The program is intended to help the farmers of this country and the countries of Latin America to dovetail their farming to their mutual profit and at

the same time to strengthen the long-time defense program of the Western Hemisphere.

Rural Electrification Administration

As part of the nutrition for defense program, the Rural Electrification Administration offers financial assistance toward establishing nutrition centers to serve the 10,000 rural school districts obtaining electric service from REA-financed systems. Basic equipment would include a refrigerator, pressure water systems, electric range, dehydrator, and grinding mill. The kind of equipment appropriate for a particular school, according to Harry Slattery, REA Administrator, will depend on the number of pupils, the grades included, available space, and financial ability

of the community to repay the cost within a reasonable time. Mr. Slattery suggests that moderate-sized schools might plan for an installation costing from \$150 to \$300. A small one-room school could be equipped with a single-unit hot plate, an 18-quart roaster, and a small flour mill, for as little as \$50. Even the most inexpensive of these installations would, according to Administrator Slattery, make it possible for the school to provide hot lunches and to carry on canning demonstrations and classes for youth and adults. Surplus food could be canned for school lunches; fresh whole wheat flour, grits, and meal could be ground; and the grinding mill could be available to the families of school children.

For additional information write to the Rural Electrification Administration, Washington, D. C.

School Officers' Resolutions

★★★ Florida's State superintendent, Colon English, is the newly elected president of the National Council of Chief State School Officers, succeeding Bertram E. Packard of Maine. The annual meeting, called by John W. Studebaker, U. S. Commissioner of Education, was recently held in New York City.

Among resolutions adopted at the meeting are the following:

Resolved, That this council direct its officers and executive committee to study specific means by which the U. S. Commissioner of Education and the members of this council may more effectively coordinate and strengthen their united effort in safeguarding those principles upon which the American Republic and its system of education are based:

That this council recommend that in all States, enabling legislation be enacted, where necessary, so that the treasurer of each State be empowered to receive and be custodian of such Federal funds as may be allocated to the several States for educational purposes.

That, in the interest of sound policy and procedure, in all matters relating to Federal legislation pertaining to education, as well as proposed programs of education, the chief State school officer of each State recognize the U. S. Office of Education as the appropriate administrative agency of all such educational programs.

And further, that reciprocally, the U. S. Office of Education recognize the chief State school officer of each State

as the appropriate administrative officer of all such educational programs within each State.

We, therefore, urge that leadership in all educational activities in which Federal agencies are interested should center in the U. S. Office of Education.

That the National Council of Chief State School Officers reaffirm its former stand on Federal appropriations.

A Pioneer

Pioneer States officially recognizing the birthday anniversary of Susan B. Anthony, pioneer leader in the woman suffrage movement, are California, Colorado, and Minnesota. These States have by legislative enactment set aside February 15 as Susan B. Anthony Day.

"Susan B. Anthony was born February 15, 1820, and for a period of 60 years was active in the crusade for women's rights. . . . Probably no other person has done more to improve the status of women than Susan B. Anthony. Her work was not confined to woman suffrage but extended to other areas such as education for women, and the rights of married women." reads one of the State's announcements to superintendents requesting that "wherever possible some recognition be given in the schools to this birthday."

School libraries in some cities use displays of material on Susan B. Anthony near the birthday anniversary.

A. V. A. Convention

(Concluded from page 147)

Fitchburg, Mass., Trade School; Haverhill, Mass., Trade School; Westfield, Mass., Trade School; Somerville, Mass., Trade School; Chicopee, Mass., Trade School; Medford, Mass., Trade School; Springfield, Mass., Trade School; Saxton and Leominster Vocational Schools, Leominster, Mass.; Northampton, Mass., Vocational School; Marlboro, Mass., Trade School; Roxbury Memorial High School, Boston; Providence, R. I., Trade School; Springfield, Vt., Vocational School; Attleboro, Mass., Jewelry School; Everett, Mass., Vocational High School; Plymouth, Mass., Pottery School; and New Hampshire Secondary Schools.

Wide Subject Range

The exhibits prepared by these schools covered such fields as cabinet work, machine shopwork, power stitching, plastics, carpentry, heating and ventilating apparatus, machine tools, printing, airplane service work, drafting, agricultural products and projects, applied art, home management, child study and care, cooking, knitting, dressmaking, jewelry and other work in copper, millinery, manual arts, and many others.

Particularly unique, in view of its relation to the defense-training program, was the exhibit of the machined parts made by students taking training in Massachusetts schools, to qualify them as junior inspectors, ordnance division of the Army, as well as inspectors in industry.

This exhibit, which was assembled by Henry Heim, assistant State supervisor of trade and industrial education, Massachusetts, from schools in all sections of the State, attracted the special attention of practically every visitor to the exhibit section. The machined parts, tools, and gages included in this exhibit were arranged in attractive designs for display purposes.

Upon request to the U. S. Office of Education, Federal Security Agency, Washington, D. C., lists of its publications will be sent free.

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